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IDENTIFIERS	Maryland; North Carolina

ABSTRACT

This document is comprised of four appendixes that provide a portion of the materials utilized in the project to test the feasibility of adapting business management practices to educational institutions. Included are a roster of the participants from and meetings for the eight Maryland and North Carolina education agencies taking part and the educational planning process documents for three of the eight groups. Each planning process document states the mission, strengths, weaknesses, resources, and objectives of each agency. Related documents are EA 004 141 and EA 004 143-146. (RA)

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BR-0-0793

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Final Report

Project No. 0-0793
Grant No. OEG-0-70-5073

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ADAPTING AND TESTING BUSINESS MANAGEMENT DEVELOPMENT PROGRAMS FOR EDUCATIONAL ADMINISTRATORS

Volume 2 of 6 Volumes

January 1972

EA C04 142

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

National Center for Educational Research and Development

Final Report

Project No. 0-0793
Grant No. OEG-0-70-5073

ADAPTING AND TESTING BUSINESS MANAGEMENT DEVELOPMENT PROGRAMS FOR EDUCATIONAL ADMINISTRATION

Volume 2 of 6 Volumes
Appendix A--Roster of Participants and Meetings
Appendix B--Planning Document: Maryland SEA, Executive Staff
Appendix C--Planning Document: Maryland SEA, Program Services
Appendix D--Planning Document: Maryland LEA, Harford County

Raymond E. Klawuhn
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Center for Planning and Development

Hamilton, New York

January 1972

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Dr. Percy V. Williams

Maryland State Dept. of Education
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EDUCATIONAL PLANNING PROCESS

FOR

EXECUTIVE STAFF, STATE OF MARYLAND

PROPERTY OF

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American Management Association

January 4, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

Mission

The Mission of the Maryland SEA is to ensure that the current and continuing educational needs of the children, youth and adults of the State are met comprehensively, effectively and efficiently.

AMERICAN MANAGEMENT ASSOCIATION

February 12, 1971 - a.m.

Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Mission for Program Services

Draft #1

To provide educational program services which contribute to meeting the educational needs of the children, youth and adults of the State effectively and efficiently.

Draft #2

To ensure appropriate learning environments and experiences for each child, youth and adult to gain such knowledge, skills and attitudes to become an effective, productive and concerned citizen.

Draft #3

To ensure that each person in Maryland has the opportunity to develop and improve his knowledge, attitudes and skills relative to broad general talents and to a vocation consistent with his needs, interests and abilities.

November 10, 1970 - p.m.

EXECUTIVE STAFF, STATE OF MARYLAND

Resource Data Needed

Resources

Financial

Breakdown in following categories

Program (by source)

Elementary-secondary
Post-secondary
Adult Education
Staff dev. (EPDA)
Compensatory
Handicapped
Vocational
ESEA Title VI
Case Services (V.R.)
State Aid Program
ESEA Title III
PL 85 - 926 (teacher training)

Degree of Control

Discretionary < specific programs / complete discretion

General Aid - no discretion

Authority

Specify Limitations

Federal
State
Local

Specify Existing Authority

Personnel

Enumerate by specialty

4

AMERICAN MANAGEMENT ASSOCIATION

November 10, 1970 - p.m.

EXECUTIVE STAFF, STATE OF MARYLAND

Resource Data

1. Dept. Budget - 1971 $18 m̄
   - a. Field Service Personnel (204)
   - b. Consultants
   - c. Contractual Services } $700,000 1971
   - d. Workshops
2. State Aid Budget
   - a. Op. Schools
   - b. Building Prog.
   - c. Aid Pub. Libraries
     - 1. Operation
     - 2. Building
   - d. Fed. money for local school systems ($?)
   - 3. Special Projects
3. Inkind aid (V.R.)

LEA Field Service Personnel (Professionals)

Program Services	116
V. Rehabilitation	49
Research & Evaluation	7
Planning	3
Certification	11
Admin. & Finance	18
	200 Professional Staff
	900 Total Staff

November 10, 1970 - p.m.

EXECUTIVE STAFF, STATE OF MARYLAND

Policies

1. All public schools are accredited without formal inspection.
2. Curriculum is not mandated.
3. SEA does not establish a uniform system of pupil appraisal.
4. SEA does not employ a uniform pupil evaluation program.
5. LEA's are free to operate within the framework of the law and SEA regulations.

6

AMERICAN MANAGEMENT ASSOCIATION

Working Paper
January 5, 1971 - p.m.

EXECUTIVE STAFF, MARYLAND STATE

Assure - implies a mental state of certainty.

Insure - stresses taking the necessary measures beforehand to make results certain (action taken against contingencies)

Ensure - implies a making certain and inevitable.

1

AMERICAN MANAGEMENT ASSOCIATION

Working Paper
January 7, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

Points Made In Critiques

✓1. Emphasis upon cognitive.

② Too little emphasis upon affective.

③ Grade level reference questioned.

④ Norm-referenced vs criterion reference measurement.

⑤ State-wide orientation leads to regimentation rather than local variation and individuality.

✓6. Work and industry oriented w/o concern for attitudes.

⑦ Need for process measures.

⑧ Measuring devise: Who will select? Do they exist?

⑨ Need involvement at local levels and all publics.

⑩ Need separate objectives for handicapped pupils.

⑪ Objectives obsolete - even regressive.

⑫ Absence of needs assessment.

✓13. Objectives system-oriented, rather than individual-oriented.

○ - Valid Critique

✓- Note Only

3. STATISTICAL REPORTS

1. Enrollment and # of sch.; Pub. and Non Pub. 1969 - Resident Births - 1958 - 1969
2. Selected Financial Data 1968 - 1969
    Part I - Receipts
    Part II - Disbursements
    Part III - Analysis of Per-Pupil Costs
3. Follow-up of Graduates 1968 - 1969
4. Staff Employed at School and Central Office - 1968 - 1969 (Actual) - 1969 - 1970 (Local Budgets)
5. Preparation of Principals and Teachers 1969
6. Certification of Teachers and Principals 1969
7. Turnover of Teachers and Principals 1969
8. Experience of Teachers and Principals 1969
9. Number of Schools by Organization, Enrollment and Staff 1969
10. Enrollment (by sex) 1969
11. Number and Percent of Classes by Subject and Class Size 1969
12. Summer School Programs 1968
13. Therapy Programs 1968 - 1969
14. Md's. Rank among the States, Educ. Categories
15. Library Statistics 1968 - 1969
16. ADP Reports Available
17. Statistics on Counselors 1968 - 1969
18. Statutes of Desegregation 1969
19. Md. Colleges and Universities

Survey Requests to R&D
Organization Charts
Meeting Minutes
CUSP Extras
ITV Extras

4. OBJECTIVES AND PLANS

1. Office of Field Services Proposal (2)
2. Division of Instruction 1969
3. Special Education Continuum
4. Special Education 5-year Plan
5. CUSP - Conceptual Framework
6. Voc.-Tech. Educ. State Plan, 1970
7. Voc.-Tech. Operational Planning, 1969
8. Division of Library Development and Services (Packet)
9. C&A Goals and Objectives
10. Design for Comprehensive Plannine (13)
11. Strengthening SEA Planning and Evaluation, 402 (13)
12. Title III State Plan

Fiscal Summaries 1966 - 1970
Budget Request 1972

5. Rehabilitation Records

6 ITV Records

2. POLICIES - STANDARDS - GUIDELINES - LAW

1. Guide to Intergroup Education
2. Interlibrary Loan and Reference Services
3. Field Log, Title I
4. Construction Aid Program A&F
5. Finance Procedures A&F
6. Guidelines for School Community Center Programs
7. Division of Instruction Policies and Procedures
8. Eastern Shore Library, Minimum Standards
9. Teacher Certification Requirements (2)
10. Administration of Title II
11. Public Library Laws
12. Maryland Regulations Title II
13. Private School Guidelines, Title II
14. Nonpublic School Standards, C&A (Packet)
15. Federal Legislation Affecting Maryland Schools (Packet)
16. Public School Law (2)
17. Bills Passed by the 1970 Legislature
18. Sceondary Bulletin (Grey)
19. Elementary Bulletin (Blue)
20. Secondary Standards (Russet)
21. Educational Policy (Canary)

ANNUAL REPORTS

1. Division of Instruction 1968
2. Division of Instruction 1967
3. Neighborhood Youth Corp 1956 - 1970
4. Evaluation of Title I (2)
5. Annual Report, 1964
6. Annual Report, 1965
7. Annual Report, 1966
8. Annual Report, 1967
9. Education in Maryland, 1968
10. Vocational Education 1967
11. Vocational-Technical Facilities 1963 - 1970
12. Federal Program Expenditures 1967 - 1968
13. Quality Improvement Project 1965 - 1970
14. Libraries in Maryland 1960 - 1965
15. School Media Services - 1968 - 1969
16. Annual Report, Title II 1969
17. Annual Report, Vocational Education 1969

MISCELLANEOUS BULLETINS

1. Teacher Recruitment
2. Teacher Ed. Centers
3. ITV Schedule
4. The Schools We Want
5. MASCD Conference
6. Library Keynotes and Gen.
7. Newspaper Clippings - CUSP
8. Vocational Education News Letters
9. Phone Directory

1. TASK FORCE AND COMMITTEE REPORTS

1. Family Life
2. Narcotics and Drug Abuse
3. Discipline in the Schools (2)
4. Supplement to Discipline in the Schools (2)
5. Report on ADP
6. Commission on Public Libraries (2)
7. Commission on Financing Public Education
8. Supt's Conference on Student Unrest
9. Report on Pupil Data Systems
10. School Day - 1968 and 1970
11. Employment Patterns of Principals, by Race
12. Ethnic and Cultural Minorities (2)
13. "Occurence" at Eastern High School
14. Charles County Report (2)
15. Self-analysis

OUTSIDE CONSULTANT REPORTS

1. Adult Basic Education
2. Pupil Services for the 70's
3. Maryland Area Library Service
4. Eastern Shore Area Library
5. Public Library Cooperation, Metro Area
6. Analysis of County Services Program - Enoch Pratt
7. Interlibrary Loan Requests
8. Metropolitan Public Library Users
9. High John Library Project
10. Balto Metropolitan Area Work Program (Library)
11. Library Program for Columbia
12. Howard County Library
13. Scope and Responsibilities of the State Library Agency
14. Statewide Film Service (2)
15. Institutional Library Services
16. Educational Information System (2)
17. Booz-Allen and Hamilton
18. Self-Analysis

QIP REPORTS

1. Calvert-Reading Difficulties
2. Howard-Diffusion-Model Elementary School
3. Balto City - Class

ABSTRACTS OF RESEARCH

1. Teaching Effectiveness
2. Pupil Personnel Services
3. Organizing for Learning
4. Teacher As Behavioral Manager
5. Parameters of Individualization

January 4, 1971
Revised

EXECUTIVE STAFF, STATE OF MARYLAND

Beliefs, Con't.

13. All individuals (such as parents, teachers, students and clients) should participate in the decision-making process for those decisions affecting them.

14. That public education should assume the responsibility for pre-kindergarten education.

15. It is the responsibility of the SEA to work closely with other agencies concerned with social problems.

16. The LEA's are responsible for providing public education in accordance with the provisions established by the State.

17. The SEA is responsible for establishing the Mission and Objectives of public education with the involvement of all appropriate publics.

18. The SEA is responsible for continuous assessment of the processes and products of educational efforts in relation to SEA objectives.

19. The SEA is responsible for ensuring that each LEA establishes objectives which are in keeping with those cooperatively developed by the SEA.

20. The SEA is responsible for ensuring that public educational objectives are met for all individuals of the State.

21. The SEA is responsible for seeing that there are adequate programs available for preparation of education personnel.

22. The SEA is responsible for ensuring that adequate programs for continuing education are available for educational personnel.

AMERICAN MANAGEMENT ASSOCIATION

January 4, 1971
Revised

EXECUTIVE STAFF, STATE OF MARYLAND

Beliefs

The SEA Believes:

1. It should create a climate within the State which will encourage every individual to take advantage of educational opportunities.

2. Every child or citizen is entitled to as thorough an education as his ability permits, regardless of background, characteristics, or conditions of life.

3. Education should provide a sufficient variety of opportunities to accommodate individual differences.

4. Every individual should receive the basic education necessary to function in a complex society.

5. The public education system should provide educational opportunities throughout life for all citizens.

6. It should have responsibility for the educational components in all programs vis-a-vis:

    a. Personnel
    b. Curriculum
    c. Coordination

7. That individual needs should be met.

8. The SEA should have the flexibility of resources to meet the educational needs of the State as seen by the SEA.

9. Public education should accept the responsibility for:

    a. Providing basic educational skills.
    b. Meeting specialized needs of individuals and communities.
    c. Developing ideals conducive to promoting an effective democratic form of government.

10. That the SEA should accept the responsibility for:

    a. Establishing and enforcing minimum educational standards throughout the State.
    b. Effecting improvement in educational programs and practices.

11. The cost of public education is the responsibility of all citizens.

12. Administrative decisions should be made at the lowest level where the necessary information can be made available.

Strategic Planning Process Sequence

1. Beliefs
2. Mission
3. Key Results
4. Continuing Objectives
5. Policies
6. Resources
7. Organization
8. Assumptions
9. Problems
10. Opportunities
11. Specific Objectives

Intersession

12. Priorities
13. Strategies
14. Programs
15. Action Assignments
16. Planning Procedure
17. Performance Review

AMERICAN MANAGEMENT ASSOCIATION

January 4, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

Budgets

1. SEA Department budget must be submitted to the State Board in August; to Budget Bureau in September.
    - a. SEA Division budget completed - May
    - b. Planning, therefore, must be completed by April
    - c. As of 1/4/71, planning is for F 4, 1973 at earliest.
2. State Aid budget must be submitted to the State Board in November; to Budget Bureau by December 1.

January 4, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

Planning Outlook

1. Annual
2. Intermediate - five years
3. Long-range - ten years

January 4, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

What Should Schools be Doing Now?
Continued

19. Stop teaching basic skills beyond age 9; beyond that time school should be a laboratory experience.

20. Let kids talk to each other.

21. Provide more informal adult and continuing education on critical social issues.

22. Provide opportunities for students and their parents to pursue learning activities together.

23. Provide opportunities to develop broader vocational interests and skills.

24. Provide more opportunity to develop decision-making abilities.

25. Make greater provision for the development of leisure time interests skills.

26. Involve students in management of schools.

27. Provide more opportunities for real life experience beyond school walls.

AMERICAN MANAGEMENT ASSOCIATION

January 4, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

What Should Schools be Doing Now?

1. Revamp pre-service professional education programs and develop an in-service training program.
2. Focus attention on current issues which are confronting society.
3. Involve students in activities which will demonstrate that what they do does make a difference.
4. Provide greater opportunity for students to learn to live more harmoniously in their environment.
5. Provide greater opportunity for students to learn to share ideas and values with people who are different.
6. Provide a wider range of resources for independent learning and development of learning skills.
7. Greater opportunity for students to decide what they want to learn, where, when and how.
8. Teachers must be managers of the learning process.
9. Provide at least one adult per child who is interested in that child and his education (as opposed to teaching).
10. Year round comprehensive guidance programs for youth and adults.
11. Provide opportunities for students to work in service-oriented activities.
12. Provide environmental centers.
13. Strike a better balance between "content" and value attitude.
14. Develop urban-rural exchanges, live-in type.
15. Open program to any citizen of any age, at any time.
16. Emphasize music, art, dance, athletics -- which have carry-over value.
17. Develop critical and creative thinking skills.
18. Brainstrom with students.

AMERICAN MANAGEMENT ASSOCIATION

February 9, 1971 - p.m.

Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Definitions

Planning - the process of:

a) Identifying objectives (both continuing and specific).

b) Assigning priorities.

c) Selecting strategic programs from among alternatives.

d) Establish action plans for implementation

A Strategic Plan - The written output of the planning process.

February 12, 1971 - a.m.

Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Degrees of Authority

1. Make decision and not advise anyone prior to proceeding.
2. Make decisions but must advise higher authority prior to action.
3. Make decision, but must obtain approval prior to action.

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EXECUTIVE STAFF, STATE OF MARYLA

	Office of Curriculum	Office of Special Education	Pupil
Major Problem	The existing learning environments are not adequately meeting individual needs of all students in the public schools of Maryland.	There are insufficient educational services for handicapped children in terms of number, scope and/or quality programs within the State.	Current s manifeste tional en dropout r drug abus
General Objective	To improve the learning environments to meet the individual needs of all students in the public schools of Maryland.	To increase, in 5 years, the number, scope and quality of programs through the organizational pattern. A Design for a Continuism of Typical Education Services.	To increa tive effo tional en students accurate worth as mental ro to be as others as expertise sions req plishing tasks of
Specific Objectives	I To identify the elements of desirable learning environments as described by current research and professional judgement by Dec. 1971. II To select certain elements of desirable learning environments from those identified in I above and to describe quantitatively the extent to which they exist in Md. by June 1972	I To develop means for gaining public and professional support for special education, both locally and state-wide. II To curtail distructive labelling practices which impede the handicapped child's 1) association with normal peers 2) educational achievement 3) vocational directions 4) feelings of personal and social worth.	I Develop volve s total l so as t identif commitm tional in 95% of scho 50% red dence o 1976 in program

CUTIVE STAFF, STATE OF MARYLAND

Work Copy
February 10, 1971 am

f Special Education	Pupil Services Section	Adult Education Section
e insufficient educa- ervices for handi- ildren in terms of scope and/or quality within the State.	Current social phenomena manifested within the educational environment, i.e., dropout rate, student unrest drug abuse, failure rate	The growing alienation due to education and communication weaknesses among the adult population.
ase, in 5 years, the scope and quality of through the organi- pattern. A Design ntinuism of Typical n Services.	To increase the facilitative effects of the educational environment so that students will gain: an accurate sense of self-worth as well as environmental reality; the capacity to be as concerned about others as well as about self expertise in making decisions required for accomplishing the developmental tasks of life.	To provide widely diversified learning experiences for adults to improve: a) cognitive b) affective c) psycho-motor skills for performing these various adult roles as healthful human beings, citizens and workers.
velop means for gain- ublic and professional rt for special educa- both locally and -wide. rtail distructive ling practices which e the handicapped 's 1) association with l peers 2) educational vement 3) vocational tions 4) feelings of nal and social worth.	I Develop programs which involve students in the total life of the school so as to bring about greater identification with and commitment to the educational enterprise resulting in 95% student acceptance of school regulations and 50% reduction of the incidence of student unrest by 1976 in schools where such programs are implemented.	I To effect a 20% yearly increase by 1976 in the number of program participants who are 16-64 years of age, have less than a 9th grade reading level and/or below college level, and to increase by 20% the number of graduates from the program. II By 1976 increase by 20% each year the number of persons in need of remedial training to become employable or enter vocational retraining programs to dev. a skill as well as persons involved in employee job upgrading as estimated in 9/70

	Office of Curriculum	Office of Special Education	Pupil
Specific Objectives Continued	III To effect a __% increase in the existence of selected elements of desirable learning environments in the public schools of Md. as assessed by appropriate evaluation instruments by June, 1976.	III To provide for the recuitment and training of required personnel in the continuing program. IV To provide financial incentive to LEA's so that the continuism can be implemented.	II To incr skills ness of practit adminis service activit persons ly defi variety resulti tion of blems a failure the inv pupil s timers implemen of loca with su drug abu and rac III To devel within a setting the dec of stud ported s course s other li be posit of resp 1976. IV To devel cerned w relation there wi tion in paration terias a

f Special Education	Pupil Services Section	Adult Education Section
ovide for the recuit- nd training of re- personnel in the uing program. ovide financial tive to LEA's so that ntinuism can be ented.	II To increase the knowledge skills and human effectiveness of pupil services, practitimers, teachers and administrators via pre-service and in-service activities so that such persons can more effectively define and deal with a variety of local problems resulting in 50% reduction of such reported problems as drop-out rates, failure rate, by 1976 in the involvement rate of pupil services practitimers in the planning and implementation of a variety of local programs dealing with such problems as drug abuse, student unrest and racial unrest. III To develop programs both within and out of classroom setting designed to increase the decisionmaking skills of students, so that reported satisfaction with course selections and other life-choice areas will be positive for at least 90% of respondent students by 1976. IV To develop programs concerned with student human relations so that by 1976 there will be a 50% reduction in visible racial separation in halls, cafeterias and playgrounds of	III Achieve 100% voting registration. IV Present at all adult centers public service assemblies and such other programs which will acquaint voting citizens with issues and candidates prior to elections. V To offer each fall in all LEA's civic and current events programs concerning issues which affect our democratic way of life. VI To create by 1976 a state-wide program in such areas as Personal and Community Health, Family Living, Consumer Education, Disaster Management, Preparation for Retirement, Drug Abuse Educ. VII To provide each semester in all LEA's opportunities for self-realization such as: senior citizens, retirement, leisure time, philosophy, volunteer services.

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	Office of Curriculum	Office of Special Education	Pupil Serv
Specific Objectives Continued			schools i programs a V Provide a developmen will effec educationa choices by by 1976 90 graduates tion with placement.

Office of Special Education	Pupil Services Section	Adult Education Section
	schools in which such programs are implemented. V Provide a K-12 career development program which will effect appropriate educational and career choices by students so that by 1976 90% of high school graduates report satisfaction with post-high school placement.	

EXECUTIVE STAFF, STATE OF

Management Planning Cy

Interpret Society

Establish Mission & C.O.'s

Set S.O.'s & Tentative Priorities

Assign Resp. & Organize MSDE Dept Bur. Div.

Determine Behavior Gap

Determine Inst Prog Gap

Determine Supporting Services Gap

2/10/71

EXECUTIVE STAFF, STATE OF MARYLAND

Management Planning Cycle

ine
or

Determine
Inst Prog
Gap

Determine
Supporting
Services
Gap

Select
LEA&
MSDE
Strategies
& Set Final
Priorities

Prepare
Detailed
Plans
What
Who
When
How

Prepare
Budget

Implement
Plans

Evaluate
Progress and
Recycle

AMERICAN MANAGEMENT ASSOCIATION

January 4, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

In 1982, This is what the World will be like:

1. The National (US) Economy:
   - a. Improving after major recession.
   - b. Inflation a continuing problem.
   - c. Work week will be shortened. (only 20 to 30 hours)
2. Population:
   - a. 85% will live in urban areas.
   - b. Life span will lengthen.
   - c. Over-population will cease to be a problem.
   - d. Greater opportunity for leisure-time activities.
   - e. Adult illiteracy will diminish, with emphasis upon vocational rehab.
   - f. Highly mobile.
   - g. Family relationships drastically altered.
3. Governments' Role in Society (State & Federal):
   - a. Federal Aid to Education will double over 1970.
   - b. Financing of all (or almost all) governmental functions will be carried out under Federal auspicies.
   - c. Greater central control over human wishes and desires.
   - d. U.S. will be well along road to "Welfare State" (socialized medicine, etc.)
4. Education:
   - a. State & Federal Govts. will set educational policy, select objectives & allocate funds accordingly.
   - b. Greatest challenge will be education for retired adult population.
   - c. Education available cradle to grave.
   - d. Much more varied use of technology - major source of learning.

January 4, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

4. Education, Continued:

   e. Flexibility in scheduling, daily and yearly.

   f. Compulsory education for 2 to 5 year olds.

   g. Parents to select education for 6 - 12 year olds.

   h. 13 to 18 year olds in district centers which are live-in.

   i. Comuplsory schooling reduced to age 14, and year round schools.

5. General

   a. 85% of population in urban areas.

   b. Average life span 100 or more years.

   c. Technological advances will improve standards of living for much of world's population.

   d. Considerable progress in solution of socialogical problems -- but problems still with us. Emphasis

   e. Instant communication would be available.

   f. Safe mind-expanding drugs would be developed.

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January 4, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

Characteristics of Individuals Required in 1982

1. Concern for environment and its use.
2. Ability to adapt leisure time to constructive use.
3. Concern for others and willingness to serve voluntarily.
4. Know how to locate resources for decision-making process.
5. Desire to continue to learn.
6. Technological skills.
7. Able to make value determinations, discernment and judgement.
8. Better prepared to relate to individuals due to life style imposed by urban living.
9. Better physical and mental health.
10. Develop understanding of new morality.
11. Acceptance of more rapid change.
12. Understanding of moral implications of scientific discoveries.

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AMERICAN MANAGEMENT ASSOCIATION

November 11, 1970
a. m.

Executive Staff, State of Maryland

ENVIRONMENTAL FACTORS

1. War
2. Federal funds
3. Teacher negotiations
4. Public attitude toward public education
5. Local control
6. National economy
7. Role of student in decision making
8. Availability of jobs
9. State fiscal and personnel regulations
10. New kinds of jobs
11. Job obsolescense
12. State economy
13. Educational technology
14. Scientific technology
15. Population growth
16. Population mobility
17. Social problems
18. Health insurance
19. Welfare programs
20. Organized pressure groups
21. City population patterns
22. Role of Federal Government in education.
23. Organization of State Executive Branch
24. Political trends
25. Integration
26. Concern for individual rights
27. Role of State Board
28. Trends in post-secondary education
29. Cost of higher education
30. Supply of qualified teachers
31. Aid to non-public schools
32. Role of industry in education
33. Voucher system
34. Fragmentation of responsibility for education
35. Elected vs. appointed local boards
36. Composition of local boards
37. SEA Office facilities
38. Public transportation
39. Availability of talent for SEA
40. Peace

Planning cycle - 2 yrs. and 5 yrs.

AMERICAN MANAGEMENT ASSOCIATION

February 8, 1971

Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #A:

To cause to be developed, with concerned segments of the school system and the publics served, policies for the guidance of the Maryland Education System.

Specific Objectives:

A.1 By September 1, 1971 a plan will be developed for systematically involving department personnel, local school systems and the public in the development and annual review of policies.

A.2 By July 1, 1972 all policies of the Maryland State Department of Education will be codified and available for use throughout the State in a format sufficiently flexible for continual updating.

A.3 During the school year 1971 - 1972 procedures will be established for annually reviewing the policies of the State System of Education.

AMERICAN MANAGEMENT ASSOCIATION

February 8, 1971

Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #B:

To cause to be developed, disseminated and understood throughout the Department, policies for the guidance of the Maryland State Department of Education staff.

Specific Objectives:

B.1 By July 1, 1971, a plan will be developed for systematically involving Department personnel in the development and annual review of policies.

B.2 By October 1, 1971, all internal policies of the Maryland State Department of Education will be codified and available for use throughout the Department in a format sufficiently flexible for continual updating.

AMERICAN MANAGEMENT ASSOCIATION

February 8, 1971

Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #C:

To secure, utilize and coordinate federal funds in a manner consistent with the intent and integrity of the law for the benefit of children, youth and adults in Maryland.

Specific Objectives:

C.1. By 9/1/71 there will be assigned a staff member whose full-time responsibility will be to locate potential financial assistance from federal, state, and foundation resources in support of MSDE priority objectives.

AMERICAN MANAGEMENT ASSOCIATION

February 9, 1971 - am

Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #D:
Revised

To provide innovative and timely instructional broadcasting services which will contribute to the achievement of public educational objectives.

Specific Objectives:

D.1 By June 1973 students, teachers, administrators, and supervisors in 3/4 of the LEA's within the State will be involved in program development and evaluation.

D.2 By June 1973 a college credit course in televsion utilization theory and practice will be provided throughout the State for teachers, administrators and supervisors.

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February 8, 1971 - p.m.

Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #E:

To ensure that library and information needs of children, youth and adults in the State are met.

Specific Objectives:

E.1 By September 1971 each public library system will have instituted processes for identifying and analyzing the library and information needs of the various segments of the children, youth, and adult population.

E.2 By FY 1974 each public library system and public school system will have developed and implemented a joint plan for serving the library needs of children, youth, and adults.

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February 11, 1971 - a.m.
REVISED
Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #F:

To ensure that the MSDE provides effective educational leadership which will accomplish the objectives of public education in Maryland.

Specific Objectives:

F.1. By 12/31/71 the MSDE will have procedures which will enable it to identify the emerging needs and problems in the educational sphere.

F.2. To establish and implement educational programs that will effectively work toward the meeting of the needs and the solution of the problems by the end of FY 1974.

F.3. By 12/31/71 the MSDE will have and will utilize the capability of articulating and interpreting to executive and legislative bodies the educational realities and needs of the State and of developing and proposing adequate legislation which will meet these needs.

F.4. By 7/1/71 the MSDE will coordinate staff activities and other resources of the Department in a manner which will result in the achievement of the objectives of public education.

F.4.1. By December 31, 1971, establish a mechanism to coordinate the financial and personnel resources of the MSDE in providing sustained assistance to the LEA's.

F.5. By 7/1/73 the MSDE will be working cooperatively with LEA's and other agencies in initiating, implementing and refining programs and providing sustained and intensive assistance and resources.

F.5.1. By 1/1/72 to identify the LEA's whose needs and priorities coincide with the priority objectives selected by the MSDE.

F.6. By 7/1/73 the MSDE will have procedures for holding the Department and staff members accountable for decisions on the utilization of funds, talent and time.

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Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #G:

To provide to all of the eligible physically and mentally disabled persons in Maryland the vocational rehabilitation services necessary to enable them to realize their maximum physical mental, vocational, social and economic potential.

Specific Objectives:

G.1. By 6/30/73 there will be in effect a current agreement of cooperation between the Division and each appropriate public and private agency in the State which will include a detailed procedure for referral of clients to the Division and a requirement that all persons be referred who are eligible.

G.2. By 6/73 all of the SSDI applicants with rehabilitation potential will be referred for rehabilitation services designed to enhance their contribution to family stability.

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February 9, 1971 - a.m.

Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #H:

To ensure adequate fiscal reporting, consultative and auditing services in order to utilize effectively financial resources to meet public education objectives.

Specific Objectives:

H.1. By 6/73 expand the scope of the present financial management information system to encompass the Aid to Education budget.

H.2. By 6/73 develop a "model" financial management information system similar to the MSDE system for the guidance of the LEA's.

H.3. By 6/73 expand the scope of the State auditing function to include the examination of federal program and state aid activities at the LEA level.

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Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #I:

To ensure that each person attending a public educational facility is provided with a safe and attractive physical environment that enhances and stimulates learning.

Specific Objectives:

I.1. By June 1973, concise information on innovative planning and design concepts will be prepared by the School Facilities Section and made readily available to LEA's, nonpublic schools, and other units of the MSDE.

I.2. By 1/73, 50% of all new school construction will be designed for maximum educational flexibility as demonstrated by compliance with Departmental guidelines.

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Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #J:

To ensure that every child who is transported by a local school system rides in a safe vehicle operated by a competent driver over a route planned for maximum safety.

Specific Objectives:

J.1. By June 1973, 50% of all transported students in the State of Maryland shall ride with a school bus driver who has received at least 20 hours of preservice instruction in the safe operation of school buses.

J.2. By June 1973, 100% of transported students shall travel over school bus routes that are analyzed, improved and monitored by trained pupil transportation supervisors, to minimize hazards.

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EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #K:

To provide an effective program of information that communicates the needs, objectives, programs, and accomplishments of public education.

Specific Objectives:

K.1. By 9/1/71 to ensure that publication of all reports and documents of the MSDE is coordinated and dissemintated by the central unit.

K.2. By 9/1/72 adequate writing and publication services will be available for each Division.

K.3. By 11/1/73 effective intercommunications procedures will be established with the various MSDE publics.

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Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #L:

To develop policies and procedures which will ensure adequate and effective recruitment, selection, development and utilization of staff.

Specific Objectives:

L.1. By 9/1/71 the State Superintendent shall cause to be developed and shall issue policies and procedures for the recruitment and selection of staff.

L.2. By 9/1/72 policies and procedures shall be extended to provide procedures for the professional development and utilization of the MSDE staff.

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Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #M:

To ensure that each child's opportunity to learn will be enhanced by proper nutrition.

Specific Objectives:

M.1. By 1974 all students will have available a lunch, at cost, or free for those students meeting established criteria, which will provide at least 1/3 of the day's nutritional requirements.

M.2. By 9/74, 50% of the students who come from low income areas will have a free breakfast provided to them.

M.3. By 9/77, all students who come from low income areas will have available to them a free breakfast.

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EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #N:

To develop and administer a program of certification which will ensure that educational personnel are qualified for the duties to which they are assigned.

Specific Objectives:

N.1. By 9/1/73 there will be a 50% decrease in the number of teachers teaching outside their field of preparation.

N.2. By 9/1/74 the Prof. Standards Board will have completed evaluation of certification procedures in states with which Maryland does not have reciprocity in order to permit certification of teachers from those states.

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Objectives

Continuing Objective #0:

To ensure, thorugh the accreditation process, that each child in nonpublic schools receives regular, thorough instruction in the studies usually taught in the public schools to children of the same age.

Specific Objectives:

0.1. By 9/72 each nonpublic elementary and secondary school for which the MSDE has legal responsibility will have an annual on-site evaluation.

0.2. Ensure that beginning 9/1/72 the standards under which these schools are approved will be reviewed and revised if necessary at intervals not greater than three years.

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Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #P:

To ensure that nonpublic trade, technical and specialized schools meet prescribed standards and provide services as contracted.

Specific Objectives:

P.1. By 9/1/72 there will be instituted an annual on-site evaluation of all nonpublic trade, technical and specialized school programs.

P.2. By 9/1/73 institute a process of strengthening the laws and standards governing the approval of these facilities.

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EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective Q:

To provide regulatory and consultative functions for the State Board of Education in accordance with its statutory responsibilities in the approval and accreditation of programs and institutions of higher education.

Specific Objectives:

Q.1. By FY 1972 institute a 5-year cycle of State Accreditation visits to regionally accredited colleges; and annual visits to those colleges not yet regionally accredited.

Q.2. By FY 1973 initiate a periodic review of existing standards for the accreditation of higher education institutions.

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Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #R:

To ensure that the preservice and inservice preparation of educational personnel is consistent with the changing needs of public education.

Specific Objectives:

R.1. By 12/1/73 to have completed State team evaluations of Md. Teacher Education programs leading to initial certification of educational personnel.

R.2. By FY 1975 every institution will be on a five-year cycle of re-evaluation.

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Objectives

Continuing Objective #S:

To provide recognition for alternate routes to educational achievement outside the formal educational structure.

Specific Objectives:

S.1. By 1972 provide a high school diploma by examination.

S.2. By 9/71 to have developed and presented to the State Board of Education a proposal for a degree-granting procedure external to present formal higher educational institutions.

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February 10, 1971

Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #U:

To ensure that research evaluation and management information services are adequate and appropriate to support programs and activities undertaken to accomplish the objectives of the MSDE.

Specific Objectives:

U.1. By June 1973 the research and evaluation component of the MSDE will serve 85% of the MSDE needs for research and evaluation services as measured by comparison between inventories of need for services and services provided.

U.2. By July 1971 a time phased MIS concept and plan will be developed, reviewed by the MSDE and approved by the State Board of Education.

U.3. By 7/72 an overall evaluation model and design will be developed for application to the functions, programs, and activities of the MSDE and the LEA's.

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Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #Y:

To ensure the development and implementation of plans at all levels to achieve the objectives of public education.

Y.1.1. In-depth study of objectives

ACTION PLAN

What	Who	When Completed
a. Div. posture vis a vis selection of objectives	Div. Heads	April, 1971
b. Select S.O.'s	Exec. Staff	April 26, 1971
c. Identify members of small rep. group.	Exec. Staff (Dr. Earhart)	April 26, 1971
d. Editing C.O.'s and selecting S.O.'s	Pub. unit Mrs. Barolota	May 15, 1971
e. Review editing job	Exec. Staff	May 24, 1971
f. Review and comment on edited C.O.'s and S.O.'s	Small rep group Dr. Earhart	July 1, 1971
g. Decide on content and wording.	Exec. Staff	July 15, 1971
h. Sampling of public to obtain information for basis of priorities.	Stratified sample of pop. Dr. McKay	October 1, 1971
i. Est. priorities and report to Board.	Exec. Staff	Nov. 1, 1971
j. Board adoption	Board	Dec. 1, 1971

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Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #Y:
Continued

Y.1.2. In-depth study of objectives - Quantitative

ACTION PLAN

What	Who	When Completed
a. Select S.O.'s (from Y.1.1.b)	Exec. Staff	April 26, 1971
b. Identify behavior	F. Brown	June 1, 1971
c. Collect abailable data and identify S.O.'s for which there is no available data.	R. McKay	Sept. 15, 1971
d.1. Analyze data to determine difference between present and desired behavior.	R. McKay	
d.2. Report to Exec. Staff.	R. McKay	Oct. 1, 1971

February 11, 1971 - a.m.
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Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #Y: (Con't.)

Y.2. By July 1, 1971, the State Superintendent shall develop and promulgate an MSDE management by objective policy and procedures for the development of management plans.

Strategic Programs

	What	Who	When
Y.2.1.	Review plan for planning for scope, content, sequence feasibility.	E.S.	2/26/71
Y.2.2.	Draft policy and rationale.	O.P.	4/1/71
Y.2.3.	Review policy and rationale.	E.S.	4/26/71
Y.2.4.	Prepare policy and rationale, final form.	J.A.S.	5/1/71
Y.2.5.	Draft planning cycle and definitions of Management Plan Responsibility.	O.P.	5/15/71
Y.2.6.	Review cycle and responsibilities.	E.S.	5/24/71
Y.2.7.	Prepare cycle and responsibilities in final form.	J.A.S.	6/1/71
Y.2.8.	Promulgate cycle, responsibilities and policy.	J.A.S.	7/1/71

Y.3. By September, 1971, MSDE plans for management functions for FY 1973 will be approved and work will commence on May 1, 1972.

Strategic Programs

	What	Who	When
Y.3.1.	Refine functions and assign responsibilities for C.O.'s A-Z.	J.A.S.	6/1/71
Y.3.2.	Develop plans for FY 1973 in accordance with MBO policy and procedures.	E.S.	8/15/71
Y.3.3.	Approval of plans.	J.A.S.	9/1/71
Y.3.4.	Implement plans.	E.S.	5/1/72

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Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective #Y: (Con't.)

Y.4. By July 31, 1972, the MSDE plan for the intermediate period FY 1974 to FY 1979 will be approved by the Maryland State Board of Education.

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Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Task Force Groups

I. J. Sensenbaugh
R. Ahlberg
F. Brown
I. Herrick

II. T. M.
G. P.
T. B.
Rest except for A

III. D. M.
L. D.
A. M.
T. J.
Nos. D, K, Z, O, M, N

IV. P. W.
C. A.
J. R.
Nos. C, F, G, H, J

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Working Paper

EXECUTIVE STAFF, STATE OF MARYLAND

Tasks

A. Develop strategies and action plans for planning function objectives.

B. Develop 2 S.O.'s - in terms of perceived problems and opportunities - for all other function C.O.'s.

2/10/71
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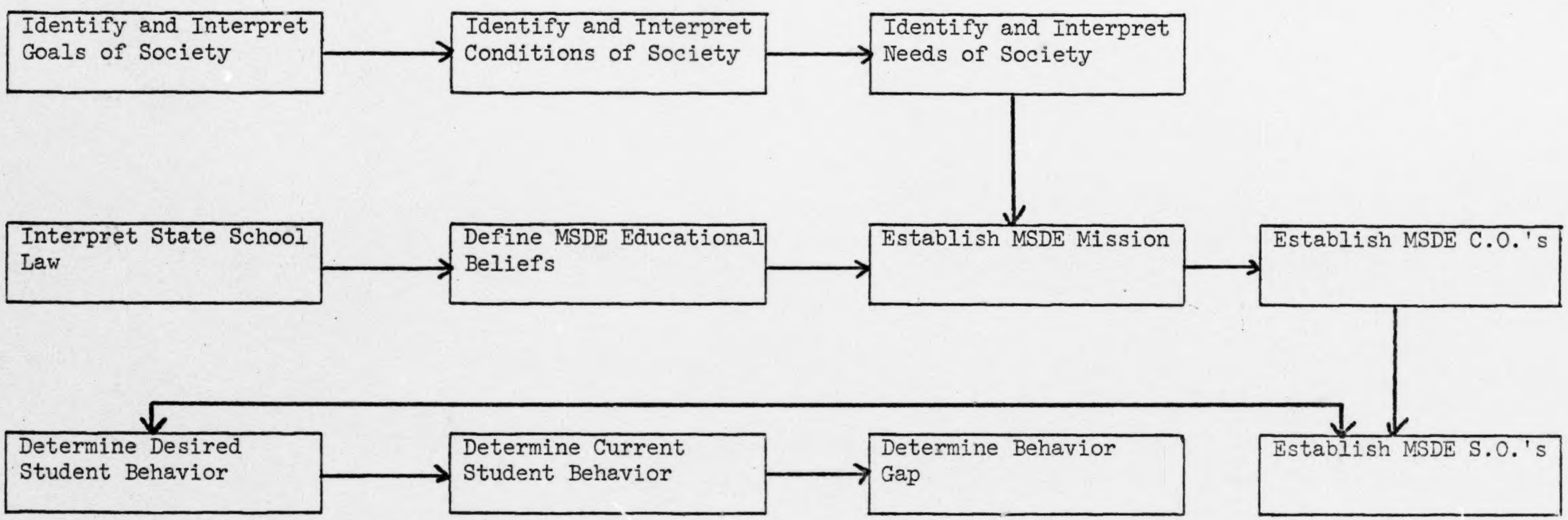
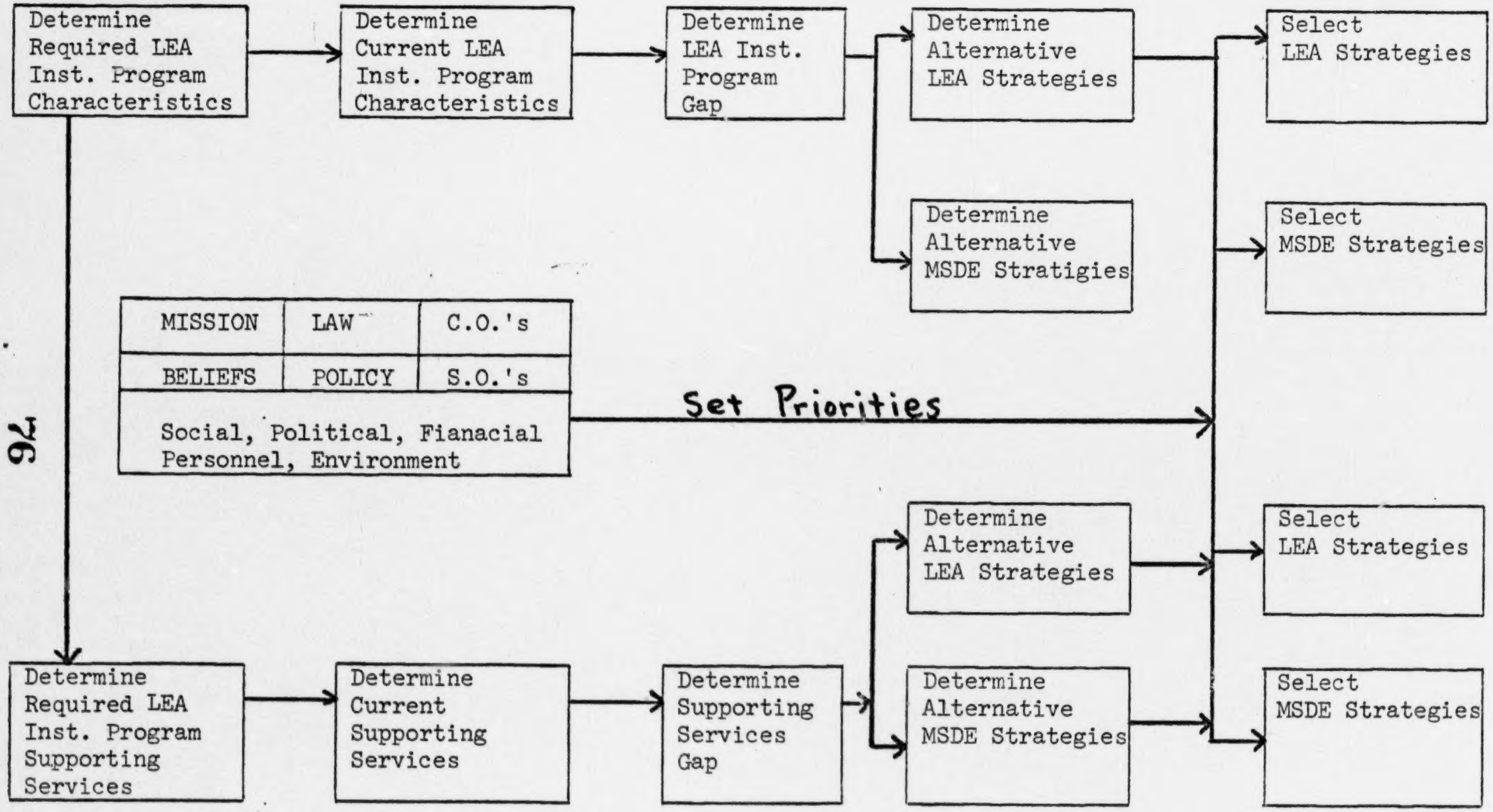
EXECUTIVE STAFF, STATE OF MARYLAND

Setting Objectives


Identify and Interpret Goals of Society
Identify and Interpret Conditions of Society
Identify and Interpret Needs of Society
Interpret State School Law
Define MSDE Educational Beliefs
Establish MSDE Mission
Establish MSDE C.O.'s
Determine Desired Student Behavior
Determine Current Student Behavior
Determine Behavior Gap
Establish MSDE S.O.'s

Selecting Strategies to Achieve Objectives


Determine Required LEA Inst. Program Characteristics
Determine Current LEA Inst. Program Characteristics
Determine LEA Inst. Program Gap
Determine Alternative LEA Strategies
Determine Alternative MSDE Stratigies
Select LEA Strategies
Select MSDE Strategies
MISSION
LAW
C.O.'s
BELIEFS
POLICY
S.O.'s
Social, Political, Fianacial Personnel, Environment
Set Priorities
Determine Required LEA Inst. Program Supporting Services
Determine Current Supporting Services
Determine Supporting Services Gap
Determine Alternative LEA Strategies
Determine Alternative MSDE Strategies
Select LEA Strategies
Select MSDE Strategies

AMERICAN MANAGEMENT ASSOCIATION

Working Paper
January 7, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

C.O.'s Revised

A. To ensure that each student completing his elementary-secondary public school program is prepared to continue his education or to meet the requirements of the job market in a field consistent with his interest and abilities.

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AMERICAN MANAGEMENT ASSOCIATION

November 10, 1970 - a.m.

EXECUTIVE STAFF, STATE OF MARYLAND

Continuing Objectives

1. To insure that each student completing a secondary, post secendary or adult vocational program is prepared to continue his formal education, or to meet the requirements of the job market in a field consistant with his interest and ability.

2. To assure that each student completing the elementary-secondary program has a command of the learning skills.

3. To assure that each student completing the elementary-secondary program has a command of fundamental knowledge.

4. To assure that each student completing the elementary-secondary program can demonstrate proficiency in applying knowledge and skills to the solution of problems.

5. To assure that each student completing the elementary-secondary program has participated in a variety of activities and has developed skills in areas of personal avocational interest.

6. To assure that each student completing the elementary-secondary program can demonstrate skills related to home management, consumer economics, and family relationships.

7. To assure that each student completing the elementary-secondary program demonstrates through positive action, an understanding of and a concern for the problems of society.

8. To assure that each student completing the elementary-secondary program shows evidence of being self-directing, possessing an inquiring attitude and having acquired the techniques for self-development.

9. To assure that each student completing the elementary-secondary program demonstrates respect for self and the rights of others.

10. To assure that each student completing the elementary-secondary program demonstrates a knowledge of physical and mental health and practices sound personal health habits.

AMERICAN MANAGEMENT ASSOCIATION

November 12, 1970 - p.m.

EXECUTIVE STAFF, STATE OF MARYLAND

Specific Objectives

1.1 By 1976 X% of those students completing the 9th grade will have a knowledge of the requirements of the work in and the educational preparation required for entry into the major occupational fields as demonstrated by an appropriate measurement vehicle.

1.2 By 1976 X% of those students completing the 10th grade will have selected either a family of occupations or a specific career goal to guide his educational concentration in grades 11 & 12 as recorded in the pupil date system.

1.3 By 1976 X% of students completing the elementary-secondary program and planning to continue study in a degree-granting program will score at least Y on the college entrance exam.

1.4 By 1976 X% of students completing the elementary-secondary program and planning to enter the job market will attain a passing score of ___ on a test of entry level skills in their selected occupation.

1.5 By 1977 50% of those students who completed the elementary-secondary program in 1976 and entered college will attain a grade point average of 2.0 at the end of the first term.

2.1 90% of all pupils entering first grade will be ready for formal school activities by 1975, as measured by appropriate readiness tests.

2.2 X% of students completing the 6th grade reading program will be reading at grade level as measured by an appropriate standardized test, by 1976.

2.3 X% of 16 year old students will be reading at 8th grade level, as measured by appropriate tests, by 1976.

2.4 X% of graduating students will be reading at 8th grade level, as measured by appropriate tests, by 1976.

2.5 X% of students completing the 6th grade math program will demonstrate computational skills at 6th grade level, as measured by appropriate tests, by 1976.

2.6 X% of 16 year old students will demonstrate computational skills at an 8th grade level as measured by appropriate tests, by 1976.

2.7 X% of graduating students will demonstrate computational skills at an 8th grade level as measured by appropriate tests by 1977.

2.8 By 1976 each student at 6th grade, at 16 and at graduation will be able to listen effectively in order to comprehend the thoughts and ideas of others as measured by appropriate tests.

November 12, 1970

EXECUTIVE STAFF, STATE OF MARYLAND

Specific Objectives Con't

2.9 By 1976 students at 6th grade, age 16 and graduates will be able to demonstrate the use of complex oral expressions of thought according to his level of maturity as assessed by professional judgement.

2.10 By 1976 each student at 6th grade, age 16 and graduates will be able to express in writing with sufficient clarity his and others' points of view and ideas as measured by appropriate tests.

2.11 By 1972 6th grade students will demonstrate his ability to write legibly as determined by professional judgement.

2.12 By 1976 X% of students at 6th grade, 16 years old and graduates will demonstrate accuracy in spelling as measured by appropriate written tests.

3.1 X% of the students completing the 6th grade will have a knowledge of mathematics which will enable them to function at grade level as measured by appropriate tests by 1976.

3.2 X% of the students completing the 6th grade will have a knowledge of science which will enable them to function at grade level as measured by appropriate tests by 1976.

3.3 X% of the students completing the 6th grade will have a knowledge of social studies which will enable them to function at grade level as measured by appropriate tests by 1976.

3.4 X% of the students completing the 6th grade will have a knowledge of language arts which will enable them to function at grade level as measured by appropriate tests by 1976.

3.5 X% of the students completing the 6th grade will have a knowledge of health which will enable them to function at grade level as measured by appropriate tests by 1976.

3.6 X% of the students completing the 6th grade will have a knowledge of fine arts which will enable them to function at grade level as measured by appropriate tests by 1976.

3.7 X% of 16 year old students will have a knowledge of mathematics which will enable them to function at 8th grade level as measured by appropriate tests by 1976.

3.8 X% of 16 year old students will have a knowledge of science which will enable them function at 8th grade level as measured by appropriate tests by 1976.

November 12, 1970

EXECUTIVE STAFF, STATE OF MARYLAND

Specific Objectives con't.

3.9 X% of 16 year old students will have a knowledge of social studies which will enable them to function at 8th grade level as measured by appropriate tests by 1976.

3.10 X% of 16 year old students will have a knowledge of language arts which will enable them to function at 8th grade level as measured by appropriate tests by 1976.

3.11 X% of 16 year old students will have a knowledge of health which will enable them to function at ith grade level as measured by appropriate tests by 1976.

3.12 X% of 16 year old students will have a knowledge of fine arts which will enable them to function at 8th grade level as measured by appropriate tests by 1976.

3.13 X% of the graduating students will have a knowledge of mathematics which will enable them to function at 12th grade level as measured by appropriate tests by 1976.

3.14 X% of the graduating students will have a knowledge of science which will enable them to function at 12th grade level as measured by appropriate tests by 1976.

3.15 X% of the graduating students will have a knowledge of social studies which will enable them to function at 12th grade level as measured by appropriate tests by 1976.

3.16. X% of the graduating students will have a knowledge of language arts which will enable them to function at 12th grade level as measured by appropriate tests by 1976.

3.17 X% of the graduating students will have a knowledge of health which will enable them to function at 12th grade level as measured by appropriate tests by 1976.

3.18 X% of the graduating students will have a knowledge of the fine arts which will enable them to function at 12th grade level as measured by appropriate tests by 1976.

4.1 __% of students completing 6th grade will be able to demonstrate proficiency in applying knowledge and skills to the solution of problems at the 6th grade level as measured by standardized tests and where appropriate by professional judgements of performance in simulated and real life situations in analyzing and reasoning in such areas as mathematics, science and social studies by 1976.

November 12, 1970

EXECUTIVE STAFF, STATE OF MARYLAND

Specific Objectives, Con't

4.2 __% of students 16 years of age will be able to demonstrate proficiency in applying knowledge and skills to the solution of problems at the 8th grade level as measured by standardized tests and where appropriate by professional judgements of performance in simulated and real life situations in analyzing and reasoning in such areas as mathematics, science and social studies by 1976.

4.3 __% of students graduating from secondary school will be able to demonstrate proficiency in applying knowledge and skills to the solution of problems at the 12th grade level as measured by standardized tests and where appropriate by professional judgements of performance in simulated and real life situations in analyzing and reasoning in such areas as mathematics, science and social studies by 1976.

5.1 By 1976 X% of those completing the elementary-secondary program will demonstrate a knowledge of basic art understandings and skills by producing an art object acceptable to an art teacher or other qualified persons.

5.2 By 1976 X% of those completing the elementary-secondary program will demonstrate proficiency in an individual or team sport to the satisfaction of a teacher or other qualified persons.

5.3 By 1976 X% of those completing the elementary-secondary program will demonstrate proficiency in a musical skill to the satisfaction of a teacher or another qualified person.

5.4 By 1976 X% of those completing the elementary-secondary program will demonstrate interest in art, music, sports or other leisure time activity by voluntary attendance at or participation in events related to that interest.

6.1 X% of graduates demonstrate a practical knowledge and skill of family finance as determined by professional judgement or other measuring devices, by 1976.

6.2 X% of graduates demonstrate a practical knowledge and skill of cash and credit pruchases determined by an appropriate measurement device, by 1976.

6.3 X% of graduates will be able to demonstrate a knowledge of the sources of information about buying as determined by a measurable vehicle by 1976.

6.4 X% of graduates will possess a practical knowledge of the principles of positive inter-relationships and responsibiliti4esof the members of various family patterns as determined by appropriate measurable devices by 1976.

6.5 X% of graduates will possess knowledge of the psychology of child development and of child care as measured by a given set of circumstances by 1976.

November 12, 1970 - p.m.

EXECUTIVE STAFF, STATE OF MARYLAND

Specific Objectives, Con't

7.1 By 1972 X% of 12th grade students will demonstrate an understanding of and concern for the problems of government by voluntary participation in local, state, or national political campaigns.

7.2 By 1972 X% of all students in 6th grade or higher will demonstrate an understanding of and concern for problems of society by voluntarily participating in a program in at least one of the following areas:

a. Community Improvement
b. Anti-pollution
c. Housing
d. Transportation
e. ETC
f. Civil Rights

8.1 By 1976 X% of 12th grade students will demonstrate at the 12th grade level as measured by professional judgement such traits as: carrying out independent study, using varied resources, alertness to the environment, critical appraisal of issues, arrival at independent decisions, effectively planning use of time, and interest in continuing education.

8.2 By 1976 X% of 6th grade students will demonstrate at the 6th grade level as measured by professional judgement such traits as: carrying out independent study, using varied resources, alertness to the environment, critical appraisal of issues, arrival at independent decisions, effectively planning use of time and interest in continuing education.

9.1 By 1972 X% of students at all grade levels will demonstrate their understanding and mutual acceptance of persons of different racial and ethnic backgrounds as determined by appropriate measuring instruments.

9.2 By 1976 ____% of students at each grade level will demonstrage self-respect as measured by professional judgement.

10.1 By 1976 X% of students graduating from secondary school will demonstrate a 12th grade level of knowledge of the fields of physical and mental health as determined by appropriate measuring instruments.

10.2 By 1976 X% of students graduating will exhibit evidence of practicing sound personal health habits as measured by professional judgement, at the 12th grade level.

10.3 By 1976 X% of students at all grade levels will demonstrate a knowledge of the fields of physical and mental health as determined by appropriate measuring instruments.

November 13, 1970 - a.m.

EXECUTIVE STAFF, STATE OF MARYLAND

Specific Objectives, cont

10.4 By 1976 X% of students at all grade levels will exhibit evidence of practicing sound personal health habits as measured by professional judgement.

10.5 By 1976 100% of students age 16 and over will be familiar with community resources available for help in retention of good mental health as measured by established criteria.

AMERICAN MANAGEMENT ASSOCIATION

November 13, 1970 - a.m.

EXECUTIVE STAFF, STATE OF MARYLAND

Intersession Assignments

1. Review and revise job descriptions for executive staff.
2. Assignment of responsibilities for attainment of objectives.
3. Establish priorities for objectives.
    a. State Board
    b. Local School Administration
    c. SEA Staff
4. Clarify and quantify objectives (continuing and specific).
5. Develop assumptions based on critical environment factors.
6. Analyze resources.
    a. Source
    b. Distribution
    c. Flexibility of Application

AMERICAN MANAGEMENT ASSOCIATION

Working Paper
January 8, 1971

Executive Staff, State of Maryland

Intersession Assignments

1. Date for next Executive Staff Planning Meeting is 1/12/71, @ 2:00 p.m.
2. Review of student achievement objectives with field on selected basis: Office of Planning by 2/1/71.
3. Public involvement, informal: Dr. Sensenbaugh by 2/1/71.
4. Bureau of Education Programs orientation meeting: Dr. F. Brown 1/25/71.
5. Bureau of F&A orientation meeting: Dr. R. Ahlberg 1/26/71.
6. Division orientation and feedback meetings: Division Heads, by 1/11/71 to 1/28/71.
7. Develop C.O.'s and S.O.'s (related to identified problems and opportunities): As assigned, to be in OP by 1/29/71.
8. Planning process, i.e., cycle, etc.: OP - 2/5/71.

AMERICAN MANAGEMENT ASSOCIATION

Working Paper
January 7, 1970

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective 1: To insure that each student completing the elementary-secondary program is prepared to continue his formal education, or to meet the requirements of the job market in a field consistent with his interest and ability.

Specific Objectives:

1.1. By 1977, 70% of those students age 15 or completing the 9th grade will have a knowledge of the requirements of the work in and the educational preparation required for entry into the major occupational fields as demonstrated by an appropriate measuring instrument.

1.2. By 1977, 50% of those students age 16 or completing the 10th grade will have selected either a family of occupations or a specific career goal to guide his educational concentration in grades 11 & 12 as recorded in the pupil data system.

1.3. By 1977, 80% of students completing the elementary-secondary program and planning to enter the job market will be employed at the entry level in their selected occupation.

1.4. By 1977, 90% of those who entered employment upon completion of their elementary-secondary program remained continuously employed in an occupation of their choice after 6 months, with no more than 2 changes of employer.

1.5. By 1977, 70% of students completing his elemtary-secondary and planning to continue study in a degree-granting program will be accepted by one of a group of colleges of his choice.

1.6. By 1977, 80% of those students who completed the elementary-secondary program in 1976 and entered a college will attain a grade point average of 2.0 (on a 4 point scale) at the end of the first term.

AMERICAN MANAGEMENT ASSOCIATION

Working Paper
January 7, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective 2: To assure that each student completing the elementary-secondary program has a command of the learning skills.

Specific Objectives:

2.1. By 1977, 90% of all students completing kindergarten will be ready for formal school activities as measured by appropriate readiness tests.

2.2. By 1977, 85% of students completing 6 years in school will be able to use the communication skill of reading as determined by an appropriate criterion-referenced measure.

2.3. By 1977, 85% of 15 year old students will be able to use the communication skill of reading as determined by an appropriate criterion-referenced measure

2.4. By 1977, 85% of graduating students will be able to use the communication skill of reading as determined by an appropriate criterion-referenced measure.

2.5. By 1977, 85% of students completing 6 years of school will demonstrate computational skills as determined by an appropriate c/r measure.

2.6. By 1977, 85% of the 15 year old students will demonstrate computational skills as determined by an appropriate c/r measure.

2.7. By 1977, 85% of graduating students will demonstrate computational skills as determined by an appropriate c/r measure.

2.8. By 1977, 85% of students completing 6 years of school, at age 15, and at graduation will be able to listen effectively in order to comprehend the thoughts and ideas of others as determined by appropriate c/r measures.

2.9. By 1977, 85% of students completing 6 years of school, at age 16 and graduates will be able to demonstrate the use of oral expressions of thought as determined by appropriate c/r measures.

2.10. By 1977, 85% of students completing 6 years of school, age 16 and graduates will be able to express in writing with sufficient clarity his and others' points of view and ideas as determined by appropriate c/r measures.

Working Paper
January 7, 1970

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives Con't.

Continuing Objective 2: Continued

Specific Objectives:

2.11. By 1977, 85% of students completing 6 years of school, will demonstrate his ability to write legibly as determined by appropriate c/r measures.

2.12. By 1977, 85% of students completing 6 years of school, 16 years old and graduates will demonstrate accuracy in spelling as determined by appropriate c/r measures.

AMERICAN MANAGEMENT ASSOCIATION

Working Paper
January 8, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective 3: To ensure that each student completing his elementary-secondary school program has fundamental knowledge.

Specific Objectives:

3.1. By 1977, 85% of 12 year old students will demonstrate a knowledge of math as measured by appropriate c/r tests.

3.2. By 1977, 85% of 12 year old students will demonstrate a knowledge of science as measured by appropriate c/r tests.

3.3. By 1977, 85% of 12 year old students will demonstrate a knowledge of social studies as measured by appropriate c/r tests.

3.4. By 1977, 85% of 12 year old students will demonstrate a knowledge of language arts as measured by appropriate c/r tests.

3.5. By 1977, 85% of 12 year old students will demonstrate a knowledge of health as measured by appropriate c/r tests.

3.6. By 1977, 85% of 12 year old students will demonstrate a knowledge of fine arts as measured by appropriate c/r tests.

3.7. By 1977, 85% of 15 year old students will demonstrate a knowledge of math as measured by appropriate c/r tests.

3.8. By 1977, 85% of 15 year old students will demonstrate a knowledge of science as measured by appropriate c/r tests.

3.9. By 1977, 85% of 15 year old students will demonstrate a knowledge of social studies as measured by appropriate c/r tests.

3.10. By 1977, 85% of 15 year old students will demonstrate a knowledge of language arts as measured by appropriate c/r tests.

3.11. By 1977, 85% of 15 year old students will demonstrate a knowledge of health as measured by appropriate c/r tests.

3.12. By 1977, 85% of 15 year old students will demonstrate a knowledge of fine arts as measured by appropriate c/r tests.

3.13. By 1977, 85% of students completing their secondary school program will demonstrate performance in mathematics at a level established as appropriate for success in our society as measured by criterion referenced tests.

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Working Paper
January 8, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective 3:

Specific Objectives: Continued

3.14. By 1977, 85% of students completing their secondary school program will demonstrate performance in science at a level established as appropriate for success in our society as measured by c/r tests.

3.15. By 1977, 85% of students completing their secondary school program will demonstrate performance in social studies at a level established as appropriate for success in our society as measured by c/r tests.

3.16. By 1977, 85% of students completing their secondary school program will demonstrate performance in language arts at a level established as appropriate for success in our society as measured by c/r tests.

3.17. By 1977, 85% of students completing their secondary school program will demonstrate performance in health at a level established as appropriate for success in our society as measured by c/r tests.

3.18. By 1977, 85% of students completing their secondary school program will demonstrate performance in fine arts at a level established as appropriate for success in our society as measured by c/r tests.

AMERICAN MANAGEMENT ASSOCIATION

Working Paper
January 8, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective 4: To ensure that each student will be able to apply the appropriate knowledge, skills and attitudes to real and projected school and community situations and problems.

Specific Objectives:

4.1. By 1977, 50% of students 12 years of age will be able to demonstrate proficiency in applying knowledge and skills to the solution of problems in simulated and real life situations as measured by appropriate c/r tests.

4.2. By 1977, 75% of students 15 years of age will be able to demonstrate proficiency in applying knowledge and skills to the solution of problems in simulated and real life situations as measured by appropriate c/r tests.

AMERICAN MANAGEMENT ASSOCIATION

Working Paper
January 8, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

Objective

Continuing Objective 5: To insure that each student completing his elementary-secondary program has participated in a variety of activities with opportunity to develop skills in areas of personal avocational interest, and that each student has had opportunities to explore and participate in activities of interest for personal enjoyment.

Specific Objectives:

5.1. By 1977, 50% of the students in all secondary schools will have 30% of each normal school week available for scheduling by the student, to participate in exploration of activities of personal enjoyment and development

AMERICAN MANAGEMENT ASSOCIATION

Working Paper
January 8, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective 6: To assure that each student completing the elem-sec program can demonstrate skills related to home management, consumer economics, and family relationships.

Specific Objectives:

6.1. By 1977, 70% of graduates will exhibit positive attitudes toward and demonstrate knowledge and skill of personal and family finance as determined by appropriate c/r tests.

6.2. By 1977, 75% of graduates will exhibit positive attitudes toward and demonstrate knowledge and skill of cash and credit purchases determined by appropriate c/r tests.

6.3. By 1977, _____% of graduates will posess a knowledge of the sources of information about buying as determined by a measurable vehicle.

6.4. By 1977, 75% of graduates will possess a practical knowledge of the principles of positive inter-relationships and responsibilities of the members of various family patterns as determined by appropriate c/r tests.

6.5. By 1977, 40% of graduates will possess knowledge and skill of child development and have skills in child care as measured by appropriate c/r tests.

6.6. By 1977, 75% of graduates will be able to demonstrate planning capability as related to individual and family goals, values, and use resources as measured by appropriate c/r tests.

AMERICAN MANAGEMENT ASSOCIATION

Working Paper
January 8, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective 7: To insure that each student completing his elementary-secondary program demonstrates through positive action, an understanding of and a concern for the problems of society.

Specific Objectives:

7.1. By 1974, 25% of all students in accordance with interest and ability will demonstrate an understanding of and concern for the problems of government by voluntary participation in local, state, or national governmental activities.

7.2. By 1974, 50% of all students in accordance with interest and ability will demonstrate an understanding of and concern for problems of society by voluntarily participation in programs such as the following:

a. community imporvement
b. environmental
c. housing
d. transportation
e. civil rights
f. etc.

7.3. By 1974, 75% of all students will be involved in and share responsibility for the viable governance of their schools.

AMERICAN MANAGEMENT ASSOCIATION

Working Paper
January 8, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

Objective

Continuing Objective 8: To ensure that each student in completing his elem-sec school program shows evidence of possessing an inquiring attitude and the capability for self-development and self-direction.

Specific Objectives:

8.1. By 1977, all students will demonstrate progress in carrying out independent study, using varied resources, being alert to the environment, critically appraising issues, arriving at independent decisions, effectively planning use of time and maintaining interest in continued learning.

AMERICAN MANAGEMENT ASSOCIATION

Working Paper
January 8, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective 9: To assure that each student completing the elem-sec public school program demonstrates respect for self and the rights of others.

Specific Objectives:

9.1. By 1977, all students will be demonstrating progress in the development of self-respect.

9.2. By 1977, all students will be demonstrating progress in the development of concern for others.

a. Identify behavior
b. Identify measuring devices
c. Needs assessment
d. Identify learning opportunities/activities
e. Develop learning opportunities/activities/programs
f. Professional progress in self-respect
g. Implementation - pilot study
h. Evaluation - pilot study
i. Full scale implementation if positive results
j. Evaluation

9.3. By 1977, all students will have increased knowledge and increased acceptance of people who are of different ethnic and racial background.

9.4. By 1977, all students will exhibit more positive attitudes toward their fellow men as measured by a reduction in the number of juvenile offenders

AMERICAN MANAGEMENT ASSOCIATION

Working Paper
January 8, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective 10: To insure that each student completing his elem-sec program demonstrates a knowledge of physical and mental health, and practices sound personal health habits.

Specific Objectives:

10.1. By 1977, 75% of the students will demonstrate a knowledge of personal physical and mental health as determined by c/r measure.

10.2. By 1977, 75% of the students will exhibit evidence of practicing sound personal health habits as determined by c/r measure.

10.3. By 1974 all students will have acquired a knowledge of the personal and social consequences of such critical health problems as smoking, drug abuse, alcohol and other health hazards including those generated by working conditions as determined by c/r measure.

AMERICAN MANAGEMENT ASSOCIATION

Working Paper
January 8, 1971

EXECUTIVE STAFF, STATE OF MARYLAND

Objectives

Continuing Objective 11: To ensure that each student in his elem-sec school program is acquiring a firm foundation of safe attitudes and practices for coping successfully with an increasingly hazardous, technological environment.

Specific Objectives:

11.1. By ______ hazardous toys
accidents
  auto
  home
  school
  recreational
  other

Working Paper
January 6, 1971
Revised

STRATEGY

EXECUTIVE STAFF, STATE OF MARYLAND

AREA STRATEGIZED (objectives, Strengths, Weaknesses, Planning Gap, Etc.) 9 To ensure that each student in the elem-sec school program has positive attitudes toward himself and his fellow man.	Contribution:
SPECIFIC OBJECTIVES: 9 1. By 1977 all students will be demonstrating progress in the development of self-respect. 9 2. By 1977, all students will be demonstrating progress in the development of concern for others.	Costs:
STRATEGIES: a. Identify behavior b. Identify measuring devices c. Needs assessment d. Identify learning opportunities/activities e. Dev. learning opportunities/activities/programs f. Professional progress in self-respect g. mplementation - pilot study h. Evaluation - pilot study i. Full scale implementation if positive results j. Evlauation	MANPOWER:

SPECIFIC OBJECTIVES:

9 3. By 1977 all students will have increased knowledge and increased acceptance of people who are of different ethnic and racial background.

ACTION ASSIGNMENTS

	Who	When
9.1.a.	Bureau Ed. Programs	
9.1.b.	Ditto	
9.1.c.	Ditto	
9.1.d.	Ditto	
9.1.e.	Ditto	
9.1.f.	Ditto	
9.1.g.	Ditto	
9.1.h.	Ditto	
9.1.i.	Ditto	
9.1.j.	Ditto	

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AMERICAN MANAGEMENT ASSOCIATION

November 11, 1970

EXECUTIVE STAFF, STATE OF MARYLAND

Examples of Basic Strategies

1. Establishment of performance standards.
2. Student achievement evaluation system.
3. LEA evaluation system.
4. SEA staff development.
5. LEA administrative staff development.
6. Increased autonomy of department.
   Resource Allocation
   Selection of Strategies
7. Closer relationship with LEA's.
8. Increased resources (money, people, authority).
9. Development of 1-2 model districts.
10. Gradual improvement in all districts.
11. Focus efforts on target population - e.h. underprivileged, rural, or urban.
12. Focus efforts on selected subject areas; e.g., reading, selected subject occupational ed.
13. Focus on particular segment of system, e.g., early childhood, elementary, secondary.
14. Establishment and enforcement of statewide minimum educational performance standards.
15. Broad participation in developing objectives and strategies.
16. Reorganization of SEA as indicated by objectives or strategies.
17. Task forces or organizational segments with full authority within geographical or functional areas.

AMERICAN MANAGEMENT ASSOCIATION

November 11, 1970 - p.m.

EXECUTIVE STAFF, STATE OF MARYLAND

Basic Strategies

1. Initiate MBO system throughout SEA (incl. Bd.).
2. Establish priorities.
3. Establish a system for collecting "base-line" data on student achievement, etc.
4. Customize evaluation models for application in LEA's.
5. Concentration of efforts to be in basic skill development at the early childhood level.

EDUCATIONAL PLANNING PROCESS

FOR

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

PROPERTY OF

____

____

____

American Management Association

AMERICAN MANAGEMENT ASSOCIATION

WORKING PAPER
MARCH 10
1971

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

Office of Field Services

MISSION

To coordinate intra-bureau and cooperative BEP/LEA efforts in the development and implementation of educational programs to meet the needs of the children, youth and adults of the State comprehensively, effectively and efficiently.

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AMERICAN MANAGEMENT ASSOCIATION

WORKING PAPER
March 9, 1971 - p.m.

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

Mission

The Mission of the Bureau of Educational Programs is to provide leadership to ensure that educational programs are developed and implemented to meet the current and continuing educational needs of the children, youth, and adults of the State comprehensively, effectively, and efficiently.

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AMERICAN MANAGEMENT ASSOCIATION

WORKING PAPER
March 9, 1971

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

Office of Field Services

1. Provide assistance to Bureau divisions in taking selected programs, etc., to field and arrange for that activity in field, as requested.

2. Provide feedback (to Bureau divisions).

3. Provide services to LEA's in directing general and/or specific requests for information and services to Bureau divisions.

AMERICAN MANAGEMENT ASSOCIATION

WORKING PAPER
MARCH 8, 1971

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

DEFINITION OF PUBLICS

Legislators

Parents

Students

Civic and political

Non-parents

Organizations

Post-high school institutions.

AMERICAN MANAGEMENT ASSOCIATION

WORKING PAPER
MARCH 8, 1971

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

BELIEFS

A. Within the SEA

1. Is responsible for leadership in curriculum design, development and implementation.

2. Is responsible for developing broad, general educational specifications for all educational facilities.

3. Should be the spokesman for and advocate of educational program requirements in the establishment of departmental priorities.

4. Has the responsibility for leadership role to ensure the development and implementation of programs to meet the educational needs of the State.

B. Vis-A-Vis LEA's

5. Is responsible for working with LEA's in establishing and achieving educational program objectives.

6. Is responsible for coordinating the allocation of available resources to assist LEA's in meeting the priority objectives of public education.

7. Should develop and utilize effective channels of communications with LEA's.

C. Vis-A-Vis Publics

8. Should establish a program of information for elected officials (local, state and national) concerning on-going programs and needs.

9. Should encourage the publics involvement in program direction.

10. Should provide programs to make the public aware of current and pressing educational needs of children, youth and adults.

11. Should make available to the public alternate routes to receive a high school diploma and college degree.

WORKING PAPER
MARCH 8, 1971

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

BELIEFS (Cont'd)

12. Should provide leadership and guidance in the development of public library programs.

13. Should develop and recommend legislative programs to meet educational needs.

14. Should work with post high school institutions to develop programs which meet identified client needs.

15. Has the responsibility for ensuring that provisions are made to meet the unique educational needs of children, youth and adults whose needs are not otherwise being met (migrants, handicapped).

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MARCH 8, 1971

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

BELIEFS, REVISED

The Maryland State Department of Education believes that:

1. Every child, youth and adult is entitled to as thorough an education as his ability permits, regardless of background, characteristics or conditions of life.
2. The SEA should create a climate within the State which will encourage every individual to take advantage of educational opportunities.
3. Individual needs should be met.
4. Education should provide sufficient variety of opportunities to accommodate individual differences.
5. Every individual should receive the basic education necessary to function in a complex society.
6. Public education should assume the responsibility for pre-kindergarten education.
7. The public education system should provide educational opportunities throughout life for all citizens.
8. Public education should accept the responsibility for:
    a. Providing basic educational skills.
    b. Meeting specialized needs of individuals and communities.
    c. Developing ideals conducive to promoting an effective democratic form of government.
9. The SEA should have the flexibility to use all available resources to meet the priority educational needs of the state.
10. The SEA should have responsibility for the educational components in all programs for clients of institutions and agencies such as health, social services, community action, etc. This responsibility should encompass educational personnel qualifications, curriculum and program coordination.

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BELIEFS, REVISED (Cont'd)

11. The SEA has the responsibility of working closely with other agencies concerned with social problems.

12. The financing of public education is the responsibility of all citizens.

13. All individuals should participate in the decision-making process for those decisions affecting them.

14. The SEA is responsible for establishing the Mission and Objectives of public education with the involvement of all appropriate publics.

15. The SEA is responsible for:

    a. Establishing and enforcing minimum educational standards throughout the State.
    b. Effecting improvement in educational programs and practices.

16. The SEA is responsible for ensuring that each LEA establishes objectives which are in keeping with thos cooperatively developed by the SEA.

17. The LEA's are responsible for providing public education in accordance with the provisions established by the State.

18. Decisions should be made at the lowest level of authority where the necessary information can be made available.

19. The SEA is responsible for ensuring that public educational objectives are met for all individuals of the State.

20. The SEA is responsible for continuous assessment of the processes and products of educational efforts in relation to SEA objectives.

21. The SEA is responsible for seeing that there are adequate programs available for preparation of educational personnel.

22. The SEA is responsible for ensuring that adequate programs for continuing education are available for educational personnel.

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Definition

Curriculum development is the process of planning for both learning experiences and the settings in which they take place.

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Problems

1. Lack of clear definition of each Division's role and responsibility.
2. Unilateral Division action in program development, implementation and staffing.
3. Lack of structure for coordinated effort.
4. Resistance of segments of staff of assignment outside of their area of specialty.
5. Recruitment, selection and orientation of adequate personnel.
6. Federal funds administered by one Division and having major program implications for other Divisions is a problem.
7. Lack of periodic review of Bureau and Division organization to address the priorities.
8. Lack of coordination of budget development and priorities.
9. Housing - "We ain't together." "We ain't got enough." Quantity, Quality, Proximity.

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TO BE CONSIDERED IN PLAN FOR PLANNING:

A. By October 1971 procedures will be established to ensure the coordination of the efforts of personnel involved in the -----

B. By ____________________ procedures will be established to provide orientation and staff development activities for personnel involved in the ----

C. By ______________________, procedures will be established for the involvement of other agencies in the - - --

D. By ____________________, fiscal resources will be made available for the ----

E. By ______________________, plans for the financial support required for action plan development will be designed.

F. To develop by Sept. 1972 policies and procedures to implement a specific plan of action for the educational program priority needs.

G. To establish by Sept. 1972 organizational relationships (Divisions) needed to implement the plan of action for the educational program priority needs.

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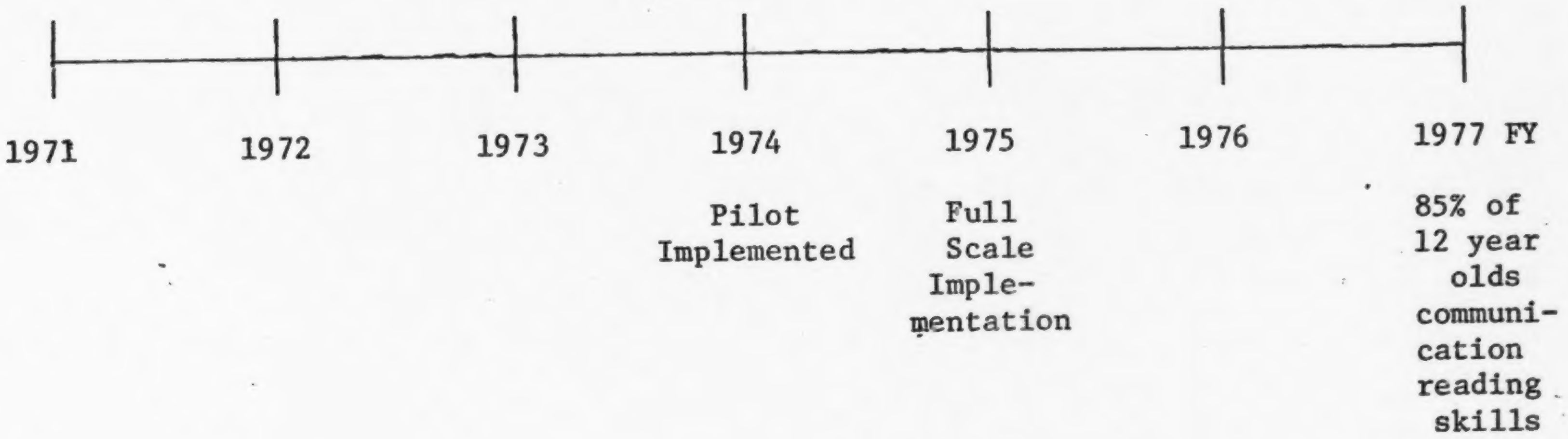
BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

Specific Objective 2.2

Time Line


1971
1972
1973
1974
Pilot Implemented
1975
Full Scale Implementation
1976
1977 FY
85% of 12 year olds communication reading skills

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SO

1.1. Annually by October 1, priorities for client oriented objectives will be recommended for adoption.

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SO

1.2. Annually by October 1, the educational needs of the pre-school, post-high school and adults will be identified.

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SO

1.3. Annually, by October 1, the educational needs of dropouts will be identified.

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2.1. Within 10 days from the selection of any priority client objective the responsibility for the development of action plans will be assigned.

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Specific Objectives

2.2. Within 60 days from the assignment of responsibility for development of action plans, the person involved, will present to the Bureau Council a plan which includes:

a. Alternative actions

b. Provisions for involving appropriate publics

c. Personnel requirements

d. Financial requirements

e. Intra-department coordination

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MARCH 9, 1971

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SO 2.2

2.2.1 Assess Student behavior.

2.2.2 Assess present programs.

2.2.3 Develop programs for improvement in student behavior.

2.2.4 Implementation.

2.2.5 Evaluate and recycle.

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Specific Objectives

3.1. Within 10 days from the approval of an action plan the responsibility for implementation will be assigned.

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Specific Objectives

3.2. Periodic progress reviews of action plan implementation will be conducted.

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Specific Objectives

4.1. Each action plan will be reviewed for inclusion of an evaluation component, effective 3/10/71.

4.2. Assessment of the results of program evaluation will be applied to necessary program revision, effective 3/10/71.

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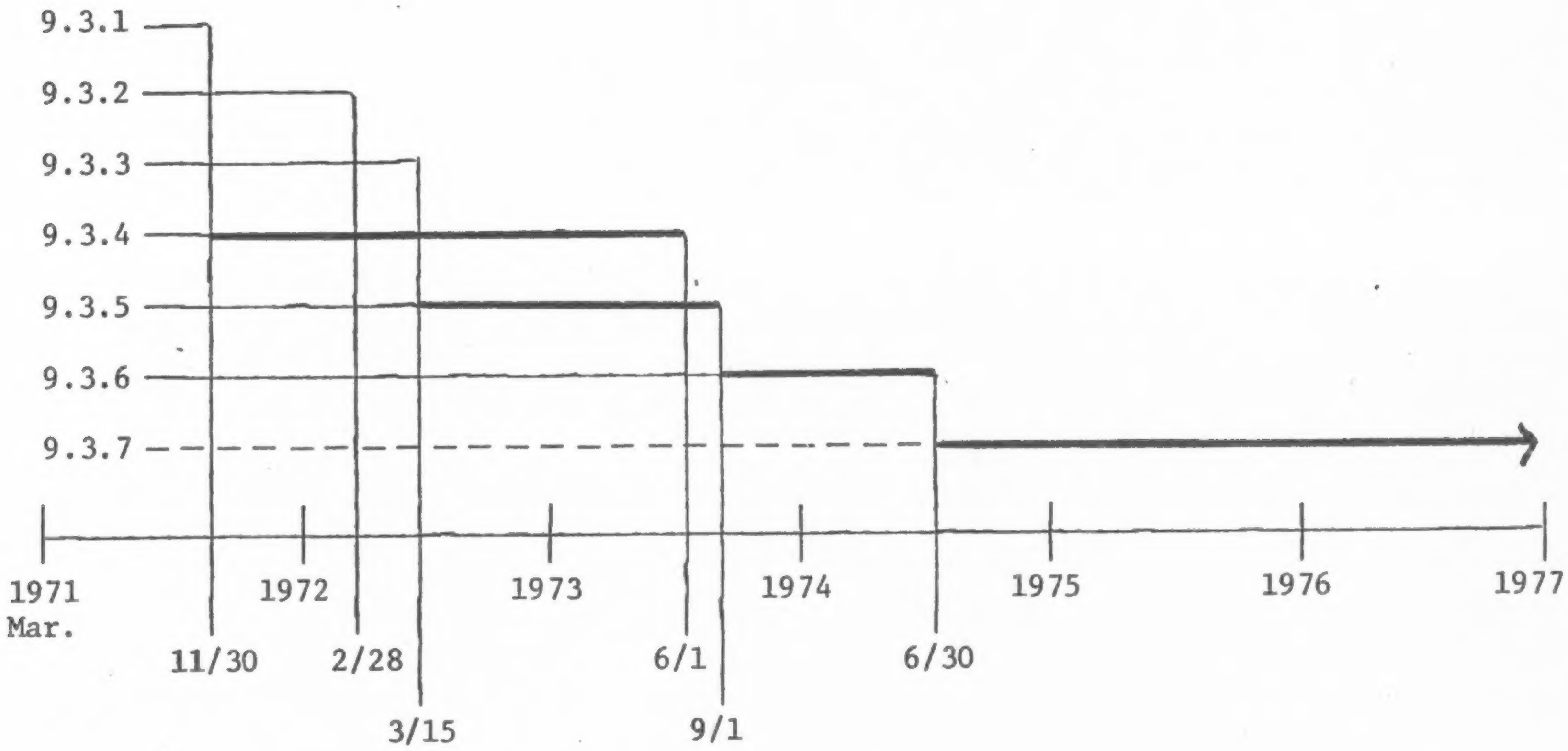
Time Line for MSDE S.O. 9.3



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working paper
MARCH 10, 1971

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

Continuing Objectives - Revised

1. To ensure the identification of client needs through coordinated, cooperative efforts.
2. To ensure the development of educational programs which will meet the identified needs through coordinated, cooperative efforts.
3. To ensure the implementation of educational programs through coordinated, cooperative efforts.
4. To ensure that educational programs are evaluated through coordinated, cooperative efforts.

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Continuing Objectives - O. F. S.

1. To insure coordination in the identification of client needs through cooperative efforts.

2. To insure coordination in the development of educational programs which will meet the priority needs through cooperative efforts.

3. To insure coordination in the implementation of educational programs through cooperative efforts.

4. To insure coordination in the evaluation of educational programs through cooperative efforts.

5. To provide liaison between the S.E.A. and L.E.A.'s as requested.

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CONTINUING OBJECTIVES - O.F.S.

4. To insure coordination in the evaluation of educational programs through cooperative efforts.

SPECIFIC OBJECTIVES - O.F.S.

4.1. By May 1, 1971, policies and procedures for coordination will be developed and approved.

4.2. By May 15, 1971, the procedures for reviewing coordination will be operational

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CONTINUING OBJECTIVES - O.F.S.

3. To insure coordination in the implementation of educational programs through cooperative efforts.

SPECIFIC OBJECTIVES - O.F.S.

3.1. By May 1, 1971, policies and procedures for coordination will be developed and approved.

3.2. By May 15, 1971, the procedures for reviewing coordination will be operational.

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CONTINUING OBJECTIVES - O.F.S.

2. To insure coordination in the development of educational programs which will meet the priority needs through cooperative efforts.

SPECIFIC OBJECTIVES - O.F.S.

2.1. By May 1, 1971, policies and procedures for coordination will be developed and approved.

2.2. By May 15, 1971, the procedures for reviewing coordination will be operational.

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CONTINUING OBJECTIVES - O.F.S.

1. To insure coordination in the identification of client needs through cooperative efforts.

SPECIFIC OBJECTIVES - O.F.S.

1.1. By May 1, 1971, policies and procedures for coordination will be developed and approved.

1.2. By May 15, 1971, the procedures for reviewing coordination will be operational.

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March 12, 1971

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

C.O. V. To ensure that educational programs for children ages 3-5 are available for all children.

S.O. 1. Effective 1971 90% of all children completing a pre-school program will be successful in formal school programs.

S.O. 2. By June 1972 children with special needs will be identified.

S.O. 3. By June 1972 all early childhood programs will meet established quality criteria.

S.O. 4. By June 1972 coordination of programs and services with those available from other agencies will be effected.

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Continuing Objectives

1. To ensure the identification of educational program development and implementation needs and priorities through coordinated, cooperative efforts.
2. To ensure the development of action plans for addressing educational program priority needs through coordinated, cooperative efforts.
3. To ensure the implementation of action plans for addressing educational program priority needs through coordinated, cooperative efforts.
4. To ensure that educational programs are evaluated through coordinated, cooperative efforts.

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Continuing Objectives - Revised

1. To ensure the identification of educational program needs through coordinated, cooperative efforts.

2. To ensure the development of educational programs which will meet the identified needs through coordinated, cooperative efforts.

3. To ensure the implementation of educational programs through coordinated, cooperative efforts.

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March 9, 1971 - p.m.

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

Task Force Assignments

I. Warren
Mildred
Nettie
Irv

II. Jim
Carl
Chuck
Mae

III. John
Percy
Ted

IV. Angela
Jack
Fred

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March 8, 1971

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

Assignments

1. Organize and edit Beliefs

   Resp.: Business Planning Council

   Due Date: 4/5/71

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TASK FORCE ASSIGNMENT

Beliefs Concerning the Role of the Bureau

vis - a - vis:

(a) SEA

(b) LEA's

(c) Other publics

TASK FORCE GROUPS

I	II	III
a	b	c

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Criteria for Priorities:

1. Cuts across Bureau
2. Urgent
3. Realistic in terms of potential impact for change

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Strategies

Specific Objective 9.3.

9.3.1. Assess student knowledge and behavior.

9.3.2. Assess present programs.

9.3.3. Develop programs for improvement in student behavior.

9.3.4. Implementation.

9.3.5. Evaluation and recycle.

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Strategies

MSDE Specific Objective 9.3

9.3.1 Assess student knowledge and behavior.

9.3.2 Assess present programs.

9.3.3 Assess professional staff knowledge and behavior.

9.3.4 Develop programs for improvement in student behavior.

9.3.5 Develop and implement pre-service and in-service programs for professional staff.

9.3.6 Implementation

9.3.7 Evaluation and recycle.

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	Strategies	
V 1.1.	Assess Needs	
	Who	When
	Task Force	April 1, 1971
V 1.2.	Develop Program	
	Task Force	May 1, 1971
V 1.3.	Implement	
	Task Force	Sept. 1, 1971
V 1.4.	Evaluate & Recycle	
	Task Force	Sept. 1, 1972

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working paper
March 12, 1971

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

Bureau SO 1.2

Strategic Programs
(To identity adult educ. needs)

1.2.1. Basic Educ.

1.2.2. Voc. Educ. (& Rehab.)

1.2.3. Personal Development

What	Who	When Due
1.2.1.a (also 1.2.2 & 1.2.3)		
Survey current practices and currently ident. needs	FJB	As soon as possible
1.2.1.b (also 1.2.2 & 1.2.3		
Assign staff to design survey of State	FJB	10/1/71

(Sources of info = previous reports, comm. asso's., extension service, write-ins, comm. colleges, advertisements, librarys, Unions, census, employers, rehab., current students.)

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Bureau SO's 1.3

Strategy	Who	When
1.3.1. Identify target population and ways to get information from and about them. (1) Plan (2) Implement Plan (3) Secure Approval	F. Brown	
1.3.2. Identify what we want to know and what instrument(s) we need. (1) Plan (2) Implement Plan (3) Secure Approval		
1.3.3. Make assessment (1) Plan (2) Implement Plan (3) Secure Approval		

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Strategy

2.2.1

Action Plans

WHAT	WHO	WHEN
2.2.1 a Identify reading performance and behaviors for 12 yr. olds.		
TASK		
(1) Develop plan		
(2) Obtain approval		
(3) Implement		
2.2.1 b Identify measuring devices.		
2.2.1 c Student assessment		

STRATE

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.) MSDE S.O. 2.2 By 1977, 85% of all 12 year old students will be able to use the communication skill of reading as determined by appropriate criterion-referenced tests.	CONTRIBUTION:
STRATEGY	COSTS:
PROGRAM:	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
2.2.1 Assess student behavior.		
2.2.1a Identify reading performance and behavior for 12 year olds. (1) Develop plans (2) Obtain approval (3) Implement	T. Muellen	12/31/71
2.2.1b Identify and select measuring devices. (1) Develop plans (2) Obtain approval (3) Implement		1/31/72
2.2.1c Student assessment. (1) Develop plans (2) Obtain approval (3) Implement		6/30/72
2.2.2 Assess present programs. (1) Develop plans (2) Obtain approval (3) Implement		1972.5

ORIGINATOR:

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.) MSDE S.O. 2.2 By 1977, 85% of all 12 year old students will be able to use the communication skill of reading as determined by appropriate criterion-referenced tests.	CONTRIBUTION:
STRATEGY	COSTS:
PROGRAM:	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
2.2.3 Develop programs for improvement in student behavior. (1) Develop plans (2) Obtain approval (3) Implement		1974
2.2.4 Implementation (1) Develop plans (2) Obtain approval (3) Implement		1975
2.2.5 Evaluate and recycle (1) Develop plans (2) Obtain approval (3) Implement		1977

ORIGINATOR:

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND STRATEGY WORKING PAPER - March 11, 1971 - p.m.

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)
MSDE S.O. 9.3 By 1977, all students will have increased knowledge and increased acceptance of people who are of different ethnic or racial background as determined by appropriate criterion-referenced tests.

STRATEGY

CONTRIBUTION:

COSTS:

PROGRAM:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
9.3.1 Assess student knowledge and behavior.	P. Williams	
9.3.1a Identify knowledge and behavior. (1) Develop plan (2) Obtain approval (3) Implement		
9.3.1b Identify measuring devices. (1) Develop plan (2) Obtain approval (3) Implement		
9.3.1c Assess student behavior. (1) Develop plan (2) Obtain approval (3) Implement		
9.3.2 Assess present programs. (1) Develop plan (2) Obtain approval (3) Implement	P. Williams	

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ORIGINATOR:

PAGE

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AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)
MSDE S.O. 9.3 By 1977, all students will have increased knowledge and increased acceptance of people who are of different ethnic or racial background as determined by appropriate criterion-referenced tests.

CONTRIBUTION:

STRATEGY

COSTS:

PROGRAM:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
9.3.3 Assess professional staff knowledge and behavior. (1) Develop plan (2) Obtain approval (3) Implement	P. Williams	
9.3.4 Develop programs. (1) Develop plan (2) Obtain approval (3) Implement	T. Muellen	
9.3.5 Develop and implement pre-service and in-service programs for professional staff. (1) Develop plan (2) Obtain approval (3) Implement	T. Muellen	
9.3.6 Implementation. (1) Develop plan (2) Obtain approval (3) Implement	T. Muellen	

ORIGINATOR:

PAGE

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)
MSDE S.O. 9.3 By 1977, all students will have increased knowledge and increased acceptance of people who are of different ethnic or racial background as determined by appropriate criterion-referenced tests.

CONTRIBUTION:

STRATEGY

COSTS:

PROGRAM:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
9.3.7 Evaluation and recycle. (1) Develop plan (2) Obtain approval (3) Implement	T. Muellen	

ORIGINATOR:

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WORKING PAPER
MARCH 10, 1971

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

A PLAN

Analysis -- -- -- -- -- Situation Analysis

Results -- -- -- -- -- Objectives

Implementation -- -- -- Strategies and Action Plans

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MARCH 11, 1971

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

Proposition A

Bureau Coordination is the responsibility of the Assoc. Supt. and he has the authority to mandate same!

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MARCH 11, 1971

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

Proposition B

The Assoc. Supt. is delegating responsibility for ascertaining whether coordination is in fact occurring to a member of his staff -- If rept. is negative the Assoc. Supt. will exercise his authority!

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MARCH 11, 1971

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

THE BUREAU HAS AN OPPORTUNITY TO:

a. Coordinate the efforts of BEP & LEA personnel.

b. Allocate existing resources (fiscal, personnel, authority) in a manner designed to meet critical needs efficiently.

c. Adopt different approaches to old problems.

d. Base budget requests on action plans to meet identified priority needs.

e. Apply State and federal resources in a coordinated manner.

f. Establish and enforce minimum standards.

g. Coordinate inter-LEA efforts.

h. Promote regional services.

i. Use staff more effectively through consolodation of team efforts.

j. To have more impact on teacher education. (Pre- & in- service.)

k. To be a change agent through planned, coordinated LEA staff development, and work with other clients and publics.

l. Take the initiative in seeking out and using resources for achieving the Bureau mission.

m. Develop a coordinated effort to improve educational programs in State institutions.

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Desired Behavior

MINUS

Current Behavior

EQUALS

Student Need

5.2

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Desired Program

MINUS

Current Program

EQUALS

Program Development Need

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MARCH 12, 1971

BUREAU OF EDUCATIONAL PROGRAMS, MARYLAND

Post Process Things Which Remain to be Done

1. Time schedule for Bureau planning processes.
2. Select priority specific objectives.
3. Review position descriptions in context of result desired.
4. Review division objectives and functions in context of Bureau objectives.

EDUCATIONAL PLANNING PROCESS

FOR

HARFORD COUNTY SCHOOL DISTRICT, MARYLAND

PROPERTY OF

____

____

____

American Management Association

AMERICAN MANAGEMENT ASSOCIATION

April 20, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Mission

To help each learner in his unique process of becoming a fully functioning individual and a contributing member of society.

2

AMERICAN MANAGEMENT ASSOCIATION

April 22, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Key Results

1. Interpersonal regard
2. Skills
3. Understandings
4. Attitudes
5. Knowledge
6. Positive and realistic self-concept
7. Desire for continued learning
8. Creative expression
9. Citizenship and family life
10. Economically sufficient
11. Self-discipline
12. Vocational readiness

3

April 22, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Key Result Areas

Administration

1. Staff development
2. Planning
3. Research
4. Curriculum development and revision
5. Evaluation
6. Resources use
7. Communication
8. Professional ethics
9. Human relations

4

AMERICAN MANAGEMENT ASSOCIATION

June 21, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Beliefs

We believe:

1. Every individual is unique and has innate worth and value.
2. Each individual should be helped to develop those talents and abilities which are mentally healthy and socially acceptable.
3. The community is best served when each individual contributes to the goals of society.
4. Education is a shared responsibility (home, church, school and other agencies).
5. Education is a life process.
6. The community should support a system of public education and should provide the needed financial resources.
7. The community expresses, through its support, the importance it attaches to the programs of the local school systems.
8. The goals of the school system must be student oriented.
9. The educator should assist the community in identifying goals for all children.
10. Curriculum includes all the experiences which children have under the guidance of the school.
11. A carefully planned instructional program, which meets the needs of the individual, is the heart of the curriculum.
12. Public education should accept the responsibility for developing ideals conducive to promoting an effective form of democratic government.
13. As an instrument of society, an educational system must be responsive to social, cultural and governmental changes.
14. A sufficient variety of educational activities should be provided in each school community to allow all children to receive equal educational opportunities.

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AMERICAN MANAGEMENT ASSOCIATION

June 21, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Policies

Personnel:

1. All persons must be employed without regard to race, religion or sex.
2. In general, promotional positions are advertised for self-nomination.
3. Retirement is mandatory at age 70.
4. Fully certificated teachers receive tenure upon being employed for a third year.
5. Salaries, wages, hours and working conditions will be subject to negotiation with recognized professional organizations.
6. All employees of the Board of Education are paid on published salary schedules.

General Administration:

1. Students must attend the school in the designated attendance area.
2. The principal of each building is the educational leader of his school.
3. School facilities are made available to recognized community groups.

Purchasing:

1. Purchasing for the school system is done through the Purchasing Department at the Central Office.
2. All requisitions must have proper approval.
3. All orders over a specified amount must be competitively bid.

Maintenance:

1. School facilities are generally serviced and maintained by employees of the Board of Education.

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Policies, Continued

Financial:

1. Proper authorization is required for the disbursement of funds.
2. Adequate financial records must be maintained and periodic reports given to the Board of Education.
3. Funds for instructional materials are allocated on the basis of type of school and its enrollment.
4. Principals are responsible for the distribution of funds with defined and stipulated categories.

Transportation:

1. Free public transportation must be provided for children living beyond specified distances from school.
2. Transportation will be provided for approved educational field trips.
3. All transportation provided by other than county-owned vehicles must be under **contract.**

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June 21, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Policies, Continued

School Lunch:

1. Nutritional lunches are provided in every school in an appropriate cafeteria setting.

2. Free lunches are provided for those pupils meeting the requirements for aid.

Construction:

1. Educational specifications must be prepared for all major construction.

2. All major construction must be submitted for competitive bids.

Instructional:

1. Any major changes in curriculum must have the approval of the General Curriculum Committee and the superintendent.

2. All schools have school curriculum committees which function in relation to and in conjunction with other existing committees within the organizational framework of curriculum development.

3. To conduct a systematic and periodic formal evaluation of all instructional personnel will be conducted.

4. Pupil progress reports are made to parents at least four times a year.

5. The administrative and supervisory staff will seek opportunities to inform, interpret and explain to the community its instructional program.

6. The program of standardized testing shall be conducted for diagnostic purposes primarily.

June 21, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Policies, Continued

Instructional:

7. To provide field trips to supplement the instructional program.

8. To use a multi-resource approach to learning.

9. To prevent exploitation of students' instructional experiences by outside agencies or organizations.

10. To provide pilot programs and evaluate their effectiveness.

11. To provide in-service programs for teachers in pilot or innovative programs; also, to help teachers to grow in professional competence.

12. Reasonable attempts are made to provide for the needs of exceptional children.

AMERICAN MANAGEMENT ASSOCIATION

June 21, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Suggested Policies

1. Job descriptions shall be written for each professional category.

AMERICAN MANAGEMENT ASSOCIATION

June 21, 1971

HARFORD COUNTY SCHOOL DISTRICT

Assumptions

1. The opinions and goals of students will be taken into consideration in school decisions more than they are at the present time.

2. We estimate that by 1976 - 1977 the proportion of elementary and secondary will be equalized; and this situation will persist for some years after.

3. Until major residential projects are developed within the county, the rate of increase in student enrollment will continue to decline, even though total enrollment will continue to increase.

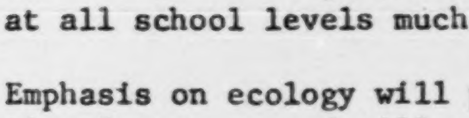
4. Fiscal dependence upon governmental agencies will continue and financial support in the foreseeable future will be a limitation on scope and types of instructional programs.

5. It will be necessary for administrators to give increasing consideration to current value judgments as to what is desirable or acceptable for youth and to carefully evaluate the traditions and mores of the past before deciding to apply them to current situations.

6. The teacher association must demonstrate militancy in obtaining gains in non-salary areas in order to justify its existence.

7. The teacher association will demand an increasingly greater participation in the decision-making process as it relates to the operation of the school system.

8. The news media will continue to exert a significant impact upon the formation of public opinion.

9. 

Educational needs will change so rapidly that intensive on-going professional training programs will be required.

10. Private companies are accelerating their participation in education.

11. The various publics will insist that the public education system consider the services provided by the private sector.

12. The individual rights and civil liberties movements will make administration at all school levels much more complex.

13. Emphasis on ecology will place additional financial strain on the educational system, and will receive more attention on the administrative and instructional level.

June 21, 1971

HARFORD COUNTY SCHOOL DISTRICT

Assumptions (Cont.)

14. Continued awareness and sophistication on the part of the public will require educators to take a more critical look at their programs and to demonstrate a need for the expected results.

15. New ways of financing public education will be developed at state and federal levels.

16. Continued intensive and varied professional training programs will be conducted in order to implement new and to improve existing programs.

17. State and federal departments of education will exert more control over local school system operations and will have more influence on instructional matters.

18. Due to changing structure of social institutions, the organizational framework and ventures of public education will change.

19. An increasing supply of teacher candidates will improve the quality of the teaching staff.

20. Financial constraints and demands for accountability will force public schools to re-exeamine their goals, techniques and activities with the expectation of increasing effectiveness.

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HARFORD COUNTY PUBLIC SCHOOL SYST

Budgetary Cycle

Nov. 70	Dec. 15	Jan	Feb 1	Feb	March
Budget Request Distributed	Requests Due	Revised by Directors	All Requests Collected		Presented to Bd. of Ed.

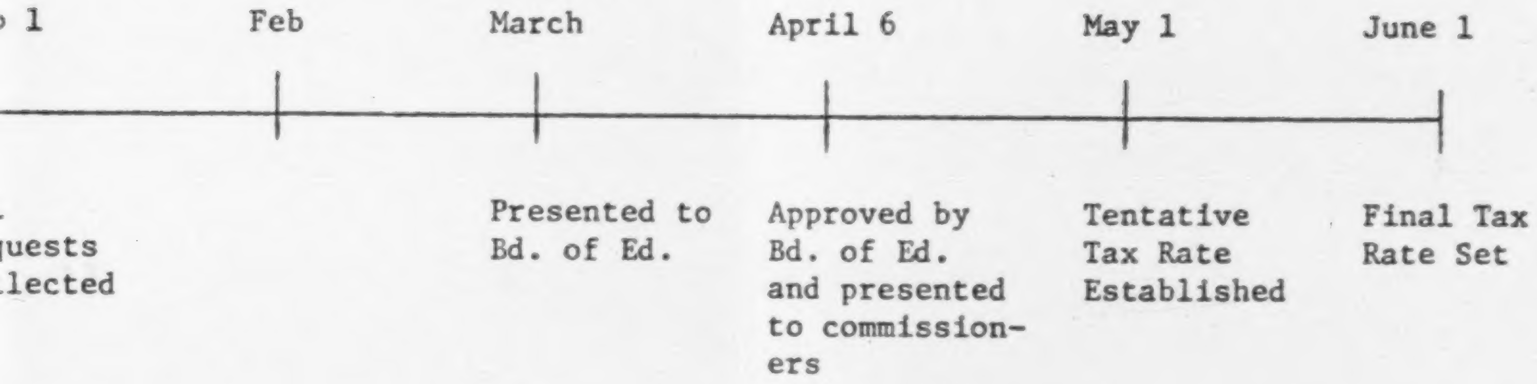
Negotiation Cycle

October	December 23	January 11	February 6	Mar
Procedures Start	Package Received	Neg. began	Impass 11 - Impass Panel Results	

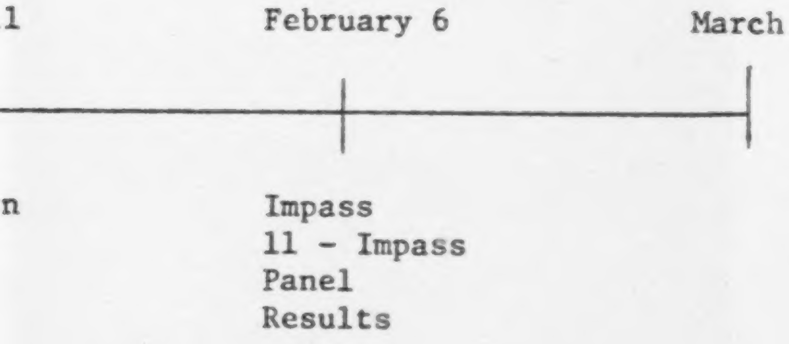
April 21, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Budgetary Cycle


1
Feb
March
April 6
May 1
June 1
quests
lected
Presented to Bd. of Ed.
Approved by Bd. of Ed. and presented to commissioners
Tentative Tax Rate Established
Final Tax Rate Set

Negotiation Cycle


1
February 6
March
n
Impass 11 - Impass Panel Results

April 21, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Strengths

Physical

1. Proximity to:
    - a. Institutions of higher learning
    - b. Industry and business
    - c. Military installations
    - d. Recreational facilities
    - e. Outdoor education facilities
2. Availability of acceptable school sites.
3. Utilization of facilities.

Environment

1. Community attitudes
2. Volunteer services
3. Proximity to other facilities

Personnel

1. Adequate supply of qualified candidates
2. Citizens advisory committee
3. Increase in average years of experience of the teaching staff

Technological

1. Computer services
2. Staff abilities
3. ITV video tape

Financial

1. County funds which have been used in the past for debt service.
2. High credit rating
3. State level tax sources

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April 21, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Strengths

CONTINUED

Financial

4. Federal revenue sharing.

5. An increasing tax base.

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AMERICAN MANAGEMENT ASSOCIATION

June 21, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Weaknesses

Personnel

1. Better deployment of existing staff (special teachers).
2. Para-professionals in lieu of some instructional positions.
3. Special area supervisors should train principals to better help those teachers.
4. Custodial services not good.
5. Planetaria teachers are underutilized.

Traditions, Customs, Previous Commitments

1. Grading and promotional system.
2. Suspension as the remaining recourse to corporal punishment.
3. Limited fiscal support of:
    a. Interscholastic athletics
    b. Intramurals
    c. Performing music groups and activities

Physical Facilities

1. Summer usage of schools.
2. Evening schools.
3. Community centers.
4. Custodial services need upgrading.
5. Better maintenance.

Financial

1. Not having a central warehouse.
2. Obsolete equipment now in high schools and still being rented.

AMERICAN MANAGEMENT ASSOCIATION

June 21, 1971

HARFORD COUNTY SCHOOL DISTRICT

Weaknesses

1. Supervision and evaluation of special area teachers is not adequate.
2. Professionals handling duties which could be handled by paraprofessionals.
3. Custodial and maintenance services are not adequate.
4. Limited help for children with special learning and behavior problems.
5. Insufficient number of classrooms and auxiliary spaces.
6. Inadequate facilities for central staff.
7. Outdoor facilities are not adequate.
8. Disproportionate number of inexperienced teachers.
9. Inability of a number of teachers to deal effectively with learning and behavior problems.
10. Planetaria teachers are underutilized.
11. Limited fiscal support of:
    a. Interscholastic athletics
    b. Intramurals
    c. Performing music groups and activities
12. Not having a central warehouse.

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AMERICAN MANAGEMENT ASSOCIATION

June 22, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Resources

Community:

1. Proximity to institutions of higher education.

2. Presence of 2 military installations

   a. Field trips
   b. Personnel

3. Proximity to Baltimore, Annapolis, and Washington, D.C., for instructional field trips.

4. Middle income residents who are educationally conscious.

5. Although essentially a bedroom community, the county has a business community which is responsive to education.

6. Presence of Junior College in community.

7. Availability of potential school sites at acceptable cost.

8. Social, service and civic organizations which are responsive to the school system needs.

9. An active county recreational department which cooperates with the public school system.

10. Availability of recreational facilities within county.

11. Local news media.

12. Age distribution of county residents shows an atypical percentage of young people.

13. Other governmental agencies providing services in liaison with the public school system.

14. Natural beauty of topography and water resources and moderate climate.

15. Availability of residential housing in terms of diversity and cost.

16. Composition of the community is such that many students bring varied experiences and backgrounds to the classroom.

AMERICAN MANAGEMENT ASSOCIATION

June 22, 1971

HARFORD COUNTY SCHOOL DISTRICT

Resources

Financial:

1. A good program of equitable assessment.
2. Increasing stock of assessable wealth.
3. Support from the Maryland State Income Tax through piggy-back provision.
4. High credit rating which results in favorable interest rates on bond issues.
5. State support of basic program and school construction.
6. Federal support (impacted aid).

Personnel:

1. Well qualified, competent, professional staff.
2. An adequate supply of qualified professional candidates.
3. A highly capable staff of classified personnel.
4. Average years of experience of the teaching staff is increasing annually.
5. Experienced, capable and competent professional leadership.
6. An uninterrupted history of capable, dedicated and concerned Board of Education.

Facilities:

1. Existing buildings are designed and equipped to facilitate effectively the educational program.
2. The buildings are clean and well-maintained.
3. 80% of the school buildings have been built within the past 20 years.
4. Schools are located on sites of sufficient size to permit desired development.

AMERICAN MANAGEMENT ASSOCIATION

June 22, 1971

HARFORD COUNTY SCHOOL DISTRICT

Position Description

Superintendent

1. Reports to Board of Education.
2. Responsibilities
    - Provide effective leadership for an educational program which meets the needs of the children in the community.
3. Authority except where regulated by law or Board policies.
4. Working relationships:
    - Direct and supervise staff
    - Maintain communications with appropriate publics.

AMERICAN MANAGEMENT ASSOCIATION

June 22, 1971

HARFORD COUNTY SCHOOL DISTRICT

Task Forces

Team I: Al Roberty
Jake
Butch
Howard

Team II: Earl
Jack
Frank
Don

Team III: Les
Bill
Al
Bob

AMERICAN MANAGEMENT ASSOCIATION

April 20, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Environmental Factors

1. Legislation - local, state and national.
2. Racial considerations.
3. Fiscal dependence.
4. Community mores and tradition.
5. Decline in private school enrollment.
6. Professional teacher organizations.
7. News media.
8. Professional administrators organizations.
9. Educational technology and systems.
10. Educational awareness and sophistication on the part of the public.
11. General economic conditions.
12. Individual rights and civil liberty.
13. Ecology.
14. Professional training and education.
15. State and federal departments of education.
16. Population
17. Changing social institutions
18. Role of private sector in education.
19. Student, maturity, sophistication and attitudes.

April 23, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Quarterly review session:

1. If not on plan, why not?
2. What shall we do about it?

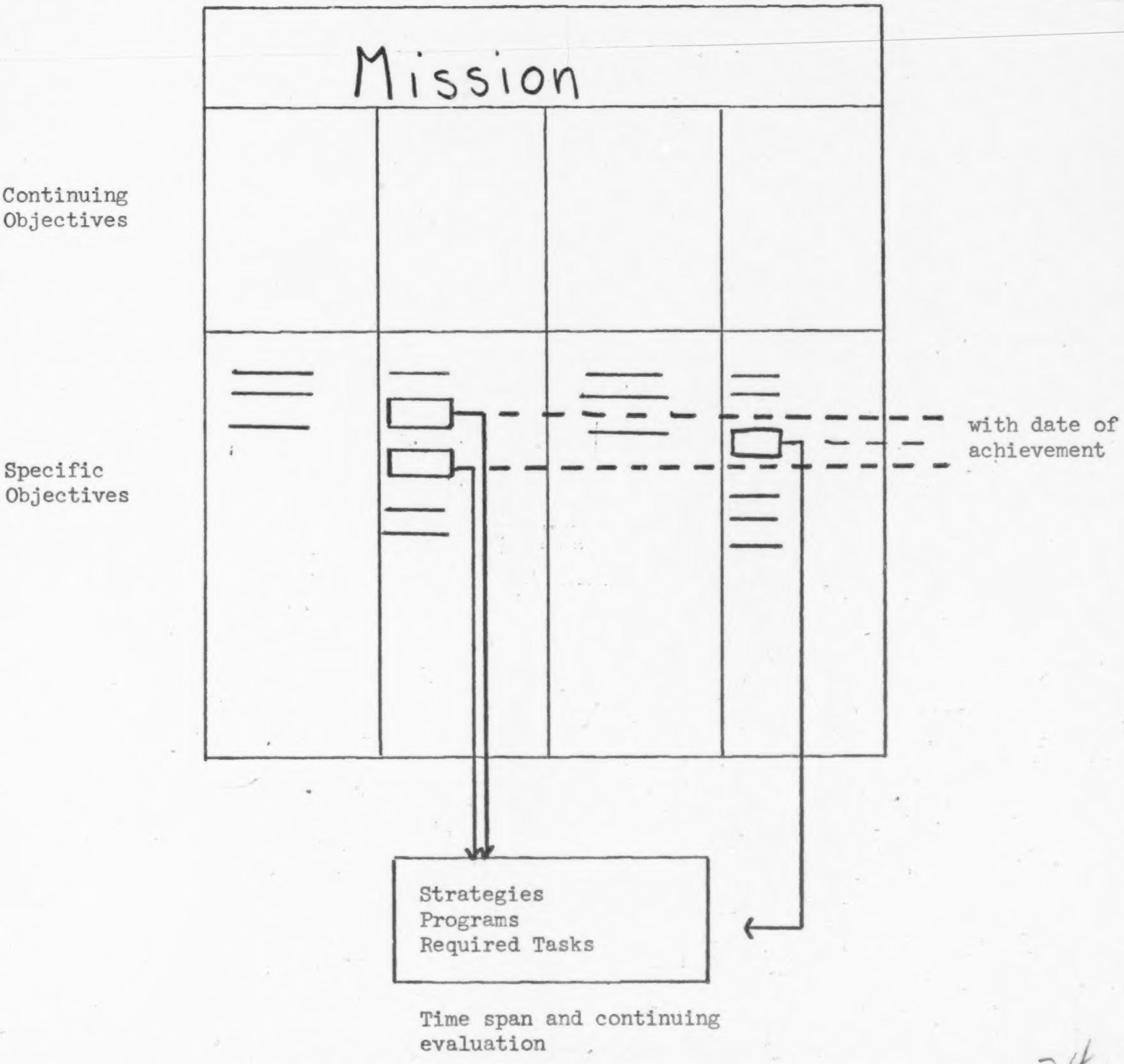
Specific Objectives:

Clearly stated results

Time specified

Criteria of measurement stated

PLANNING PROCESS


Mission
Continuing Objectives
Specific Objectives
with date of achievement
Strategies
Programs
Required Tasks
Time span and continuing evaluation

AMERICAN MANAGEMENT ASSOCIATION

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Continuing Objectives

A. Each learner will behave in a manner which does not interfere with or obstruct the rights and privileges of others.

B. Each learner will acquire knowledge that has both personal and social significance and that is in the framework suggested by appropriate curriculum.

C. Each learner will develop skills commensurate with his abilities and acquired knowledge.

D. Each learner will accumulate understanding related to his acquired knowledge at the rate and depth commensurate with his maturity and abilities.

E. Each learner will develop attitudes which allow him to utilize his knowledge, skills, and understandings in ways which are mentally healthy and socially acceptable.

F. By his behavior, each learner will demonstrate that:

  a. He is utilizing his strengths
  b. He is striving to improve his weaknesses
  c. He accepts his deficiencies

G. Each learner will understand the need for continued learning.

H. Each learner will demonstrate creativity.

I. Each learner will practice good citizenship and will demonstrate knowledge and appreciation of the values of family living.

J. Each learner will demonstrate economic responsibility.

K. Each learner will demonstrate self-discipline by practicing acceptable behavior.

L. Each graduate will demonstrate a competence for vocational education, college education, or employment.

AMERICAN MANAGEMENT ASSOCIATION

April 23, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Specific Objectives

A 1. By June 1974, there will be a 30% reduction in discipline referals for interpersonal conflicts as validated by records maintained in each Principal's office.

B 1. By June 1975, the mean composite score at grades 4, 6 and 8 will be at the 70 percentile as measured by ITBS.

B 2. By June 1975, retentions at the primary levels shall not be greater than 2.5% as validated by Pupil Personnel Records.

B 3. By June 1975, the rate of dropouts at the secondary level shall not exceed 3% as validated by Pupil Personnel Records.

C 1. By June 1975, 90% of the elementary students will have earned at least C grades based on teacher evaluation.

C 2. By June 1975, there shall be a 20% reduction in the number of pupils participating in the summer remedial reading program.

AMERICAN MANAGEMENT ASSOCIATION

June 23, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective A: Each learner will behave in a manner which does not interfere with or obstruct the rights and privileges of others.

Specific Objectives:

A.1. By June 1974, there will be a 30 per cent reduction in discipline referrals for interpersonal conflicts as validated by records maintained in each Principal's office.

AMERICAN MANAGEMENT ASSOCIATION

June 25, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective B: Each learner will acquire knowledge that has both personal and social significance and that is in the framework suggested by appropriate curriculum.

Specific Objectives

B.1. By June 1975, the mean composite score at grades 4,6, and 8 will be at the 70 percentile as measured by ITBS.

B.2. By June 1975, retentions at the primary levels shall not be greater than 2.5% as validated by Pupil Personnel Records.

B.3. By June 1975, the rate of dropouts annually at the senior high level shall not exceed 3% as validated by Pupil Personnel Records.

AMERICAN MANAGEMENT ASSOCIATION

June 23, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective C: Each learner will develop skills commensurate with his abilities and acquired knowledge.

Specific Objectives

C.1. By June 1975, 90 percent of the students in grades 1 through 8 will have earned at least C grades based on teacher evaluation.

C.2. By June 1975, the number of primary level pupils achieving 5 months or more below grade level will be reduced by 20%.

C.3. By June 1975, 75 percent of the learners will demonstrate at least 2 years' grade level growth in the area of reading, work study, and mathematics as measured by the ITBS, between grades 4 and 6, and between 6 and 8.

C.4. Between 1971 and June 1975, there will be a 10% reduction in the number of students in grades 9 through 12 receiving unsatisfactory grades in each subject area, at each grade level.

C.5. By June, 1975, 80% of the senior high school students will demonstrate success in school by earning satisfactory grades (no D's or E's).

C.6. To assure continuous student progress a systematic program for diagnostic testing and prescriptive teaching of reading on the elementary level will be functioning by September 1974.

AMERICAN MANAGEMENT ASSOCIATION

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective F: By his behavior, each learner will demonstrate that:

a. He is utilizing his strengths
b. He is striving to improve his weaknesses
c. He accepts his deficiencies

Specific Objective

F.1. By June 1972, 95% of the students in grades 10,11, and 12 will have selected subjects that are appropriate for their abilities as measured by the D.A.T.

F.2. By 1975, educational-vocational related selfarsferrals to counselors will increase by 25 per cent.

F.3. By 1980, a five-year follow-up study of graduates, 90% will be employed in positions related to their educational and occupational choices.

AMERICAN MANAGEMENT ASSOCIATION

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective G: Each learner will understand the need for continued learning.

Specific Objective

G.1 By 1975, 51% of each year's graduates will indicate involvement in some post high school educational activities.

G.2. By 1975, 50% of the high school dropouts will have enrolled in a commercial vocational school.

G.3. By 1975, 25% of the high school dropouts will have earned, or will be working toward, their high school equivalency.

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AMERICAN MANAGEMENT ASSOCIATION

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective H: Each learner will demonstrate creativity.

Specific Objective

H.1 By June 1973, 90% of our students will demonstrate creative expression by indicating that they have participated in at least 2 of the creative activities described in Indicators of Quality.

AMERICAN MANAGEMENT ASSOCIATION

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective I: Each learner will practice good citizenship and will demonstrate knowledge and appreciation of the values of family living.

Specific Objective

I.1 By June 1974, 90% of the high school seniors will be able to list at least one school or community service activity in which he has actively participated.

I.2. By June 1975 there will be an increase of 10% over June 1972 in the number of 8th grade students willing to work as partners with all other students in the class without overt objection as observed by the teacher.

I.3. By June 1973, 95% of the senior high school students will vote in class and other student elections when given the opportunity.

I.4 By June 1974, 75% of the seniors will indicate knowledge of and support a point of view on five of eight contemporary issues on a criterion-reference test.

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective J: Each learner will demonstrate economic responsibility.

Specific Objective J.1 By June 1974, 75% of seniors and 75% of 9th graders will demonstrate the ability to apply the basic principles of consumer economics to banking, insurance, purchasing and family budgeting as evidenced by a passing score on an appropriate criterion reference test.

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective K: Each learner will demonstrate self-discipline by practicing acceptable behavior.

Specific Objective

K.1 Between June 1972 and June 1973, there will be a 5% reduction in unacceptable student behavior as evidenced by the records on referrals of students to the office of the principal for discipline.

K.2 Between June 1972 and June 1974, the truancy rate (codes U1, U2, U6) in Harford County will decrease by 10% as indicated on pupil records.

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective L: Each graduate will demonstrate a competence for vocational education, college education, or employment.

Specific Objective

L.1. By December, 1973, 95% of the June, 1973 graduates will be in vocational education, colleges, or employed (includes married females) as evidenced by follow-up studies.

AMERICAN MANAGEMENT ASSOCIATION

June 22, 1971

HARFORD COUNTY SCHOOL DISTRICT

Continuing Objectives

AA. To ensure planning and evaluation in all administrative and instructional areas as a part of a system-wide operational scheme.

BB. To ensure staff development.

CC. To ensure a systematic program of research.

DD. To provide for the continuous assessment, development, evaluation and implementation of the curriculum.

EE. To identify and secure adequate resources and use them in an efficient and accountable way.

FF. To ensure effective internal and external communications.

GG. To promulgate at all levels performance reflecting the highest professional conduct.

HH. To be aware of and work toward good human relations.

II. To maintain an effective system of public education.

JJ. To ensure that schools will be free of disruptions or other activities which interfere with the operation of the schools.

AMERICAN MANAGEMENT ASSOCIATION

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective AA: To ensure planning and evaluation in all administrative and instructional areas as a part of a system-wide operational scheme.

Specific Objective

AA.1 By June 1972, every administrator and supervisor in the system will submit a written plan to his superior stating goals and priorities for achieving specific objectives by a definite date.

AA.2 By June 1973, and each year thereafter, every principal, administrative supervisor, and director will submit a written report indicating the extent to which the goals have been achieved and indicating the objectives and priorities for the succeeding years.

AA.3 Prior to September 1973, and each year thereafter, all annual written reports will be reviewed by the executive staff and the results of the review will be shared with each principal, administrative supervisor or director submitting the report.

AA.4 By June 1972, and each year thereafter, the Directors of Elementary and Secondary Education will hold an administrative review with every principal and supervisor to discuss plans, problems, concerns and goals.

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective BB: To ensure staff development.

Specific Objective

BB.1 By September 1972, the Superintendent will see that a plan for classified and professional staff development shall be devised and submitted to him for revision or approval, implementation by May 1973.

BB.2 By September 1971, a seminar to orient administrative and supervisory personnel will be initiated.

AMERICAN MANAGEMENT ASSOCIATION

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective CC: To ensure a systematic program of research.

Specific Objective

CC.1 By September 1973, a full-time person shall be employed with responsibilities for developing and conducting a systematic program of research.

CC.2 A program of testing to determine the achievement of seniors will be functioning by September 1975.

AMERICAN MANAGEMENT ASSOCIATION

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective DD: To provide for the continuous assessment, development, evaluation and implementation of the curriculum.

Specific Objective

DD.1 By June 1972, ensure that all school teachers are informed of the offerings and services available to secondary school youth.

DD.2. By September 1972 the General Curriculum Committee will review the Organization for Curriculum Development and provide for necessary change.

AMERICAN MANAGEMENT ASSOCIATION

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective EE: To identify and secure adequate resources and use them in an efficient and accountable way.

Specific Objective

EE.1 To develop and implement by June 1973 (?) an automated financial management information system which will provide management with immediate information on the status of all revenue and expenditure accounts.

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Continuing Objective FF: To ensure effective internal and external communications.

Specific Objective

FF.1 By June 1973, and at least every two years thereafter, each department or grade level will submit to their school curriculum committee an oral report concerning objectives, programs, strengths, weaknesses, problems and recommendations for discussion and appropriate action by that committee.

FF.2 By October 1971, each school curriculum committee shall select a member with the responsibility for informing the Director of Public Relations of items and events occurring in the school of interest to the general public and/or for school publications.

AMERICAN MANAGEMENT ASSOCIATION

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective GG: To promulgate at all levels performance reflecting the highest professional conduct.

Specific Objective

GG.1 By June 1972, those items in the job description dealing with professional conduct will be discussed with each principal and supervisor as part of the administrative review.

AMERICAN MANAGEMENT ASSOCIATION

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective HH: To be aware of and work toward good human relations.

Specific Objective

HH.1 By June 1972, each school will devote one in-service meeting to methods and programs for improving human relations.

HH.2 By September 1972, each new administrator and supervisor will participate in an in-service program concerning good human relations.

AMERICAN MANAGEMENT ASSOCIATION

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective II: To maintain an effective system of public education.

Specific Objective

II.1 By June 1972, each junior high or middle school and their feeder elementary schools will develop a plan for improving articulation between the curriculums of the various schools.

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Objectives

Continuing Objective JJ: To ensure that schools will be free of disruptions or other activities which interfere with the operation of the schools.

Specific Objective

JJ.1 By September, 1971, each principal will have a written plan for dealing with emergency situations which may disrupt normal school procedures.

AMERICAN MANAGEMENT ASSOCIATION

June 22, 1971

HARFORD COUNTY SCHOOL DISTRICT

Continuing Objectives

AAA. Representation of citizens will be involved in identifying school system needs.

BBB. To involve representatives of the public in recommending educational goals.

CCC. To involve representatives of the public to identify potential resources and to make recommendations concerning the feasibility of obtaining them.

DDD. The public will be involved in the appraisal of designated school programs.

AMERICAN MANAGEMENT ASSOCIATION

April 23, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Specific Objectives

AAA 1. By 1976, 75% of the citizens identified in a selective sampling will respond to a questionnaire soliciting their opinions of school needs and priorities.

AAA 2. Each school will have at least five citizens on its school bedget committee. The citizens will represent a cross section of the community.

AAA 3. Five regional budget meetings will be held each year throughout the county for the purpose of giving each school budget committee and other interested citizens an opportunity to express their views concerning the school budget.

BBB 1. By 1976, each school in the system will have developed a plan for members of the school community to participate in activities which afford them an opportunity to discuss and recommend educational goals.

BBB 2. Each year one meeting of the County Council of PTA's will be held to give parents, students, and interested citizens an opportunity to discuss and recommend educational goals for the county public school system.

BBB 3. By 1976, citizen advisory committees will have been appointed for the purpose of recommending to the Supt. educational goals at least in the following areas: vocational, education, drug education, family life education, ecology education, transportation, and Title III programs.

CCC 1. The Supt. will appoint by 1976 a citizen advisory committee which will have as its specific task that of identifying potential resources and making recommendations concerning the school system's utilization of these resources.

DDD 1. By 1976, at least 75% of the citizens identified in a selective sampling will respond to a questionnaire requesting their evaluation of the worth of the school curriculum in general and their judgement on school procedures.

AMERICAN MANAGEMENT ASSOCIATION

April 23, 1971

HARFORD COUNTY PUBLIC SCHOOL SYSTEM

Intersession Assignments

	When	Who
1. Planning team will meet to review and validate "first week" decisions.	5/6/71	Team
2. Brief Supt. and Asst. Supts. on "first week" decisions.	5/4/71	J. Barham
3. Develop complete set of specific objectives and establish priorities.	6/10/71	Team
4. Collect available information relevant to "trend line" for specific objectives.	6/10/71	Team
5. Position description.	6/10/71	Supt.

AMERICAN MANAGEMENT ASSOCIATION

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Priorities

	1	2	3	4	5
a	DD	B	C	F	AA
b	B	L	AA	DD	FF
c	D	F	K	L	II
d	C	B	F	II	DD
e	AA	F	B	CC	L
f	A	C	F	G	I
g	II	AA	B	F	I
h	E	I	L	AA	FF
i	B	I	L	DD	II
j	II	F	L	AAA	AA
k	A	E	EE	JJ	HH
l	E	K	AA	FF	HH

AMERICAN MANAGEMENT ASSOCIATION

June 24, 1971

HARFORD COUNTY SCHOOL DISTRICT

Weights

A-- 2

*B - 6

C - 3

D - 1

E - 3

*F - 7

G - 1

I - 4

K - 2

*L - 6

*AA - 7

CC - 1

DD - 4

EE - 1

FF - 3

HH - 2

*II - 5

JJ - 1

AAA- 1

STRAT

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.) Specific Objectives AA.1, AA.2, AA.3	CONTRIBUTION:
STRATEGY	COSTS:
PROGRAM:	MANPOWER:

~~TASK -- ACTION ASSIGNMENTS~~ Strategies	RESPONSIBILITY	DUE DATE
AA 1,2,3		
1. Orientation of A & S to MBO.	A. A. R Asst. Supts.	
2. Establish Procedures for developing and submitting plans.		
3. Development of plans at each level.	Asst. Supts.	
4. Implementation of the plan at each school and department level.	Asst. Supts.	
5. Periodic review and revision of the system plan.	Exec Staff	

ORIGINATOR:

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STRAT

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.) Specific Objective AA.1, AA.2, AA.3	CONTRIBUTION:
STRATEGY	COSTS:
PROGRAM:	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
Action Plan for Strategy 3 1. Principals and Department supervisors meet with their staff members to discuss their plan. 2. Principals and Department supervisors develop and submit their proposed plan. 3. Directors and assistant superintendent receive and review plans submitted by their staffs. 4. Directors and assistant superintendents compile and submit their area plan to the superintendent. 5. Executive staff reviews all plans submitted. 6. Directors and assistant superintendent review recommendations and concerns with principals and department supervisors.		

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STRA

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)

SO.AA.1

CONTRIBUTION:

STRATEGY

AA.1, AA.2,AA.3

COSTS:

PROGRAM:

MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. Orientation mtg.	AAR	Nov. 1971
2. Implementation Procedures	EJL, AHH	Jan. 1972
3. School and departmental staff meetings and planning	Principals and JEB, Dept. Supervisor.	Feb, 1972
4. Submitting of plans by Principals and Department Supervisor	EJL, JEB, LDG JEB, CCJ	Apr, 1972
5. Area plans submitted	AAR	June, 1972
6. Executive staff reviewL	AAR	Sept, 1972
7. Recommendations and concerns reviewed with principals and department supervisors	EJL; JCB; LDG	Nov. 1972
8. Implementation of the plan	Asst. Supts. and Directors	June, 1973
9. Periodic Review and revision of the plan	Executive staff	Semi-annually

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AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.) **Specific Objective AA.4**	CONTRIBUTION:
STRATEGY	COSTS:
PROGRAM:	MANPOWER:

~~TASK — ACTION ASSIGNMENTS~~ **Strategies**	RESPONSIBILITY	DUE DATE
AA.4.1 Prepare and submit schedules of reviews early in each school year.		
AA.4.2		

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ORIGINATOR:

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AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)

SPECIFIC OBJECTIVE B

CONTRIBUTION:

STRATEGY

COSTS:

PROGRAM:

MANPOWER:

Strategies B.1 ~~TASK -- ACTION ASSIGNMENTS~~	RESPONSIBILITY	DUE DATE
1. Determine current mean composite scores, gr. 4, 6 & 8.	J. C. B.	Jan. 72
2. Determine strengths and weaknesses on both county wide and individual bases for the categories and sub-categories of the ITBS.	J. C. B.	Jan. 72
3. Analyze the data.	J. C. B.	Mar. 72
4. Report the data to appropriate curriculum committees.	J. C. B.	Apr. 72
5. From recommendations of curriculum committees, establish task forces with deadlines for completion of assignments.	A. H.	Sept. 72- May 73
6. Approve plans of action.	A. H.	Apr. 73
7. Implement plans of action through inservice education activities.	Bldg. Prin.	Sept. 73
8. Supervise the plan of action in operation.	Supervisors	Sept. 73- Jun. 75
9. Administer ITBS to pupils in grades 4, 6, & 8 in 1973 and 1975 to determine the mean composite score (achievement of objectives).	J. C. B. and Bldg. Prin.	Feb. 73 Feb. 75

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AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)
SPECIFIC OBJECTIVE B.1

CONTRIBUTION:

STRATEGY

STRATEGY B.1.2 Determine strengths and weaknesses on both county wide and individual bases for the categories and sub-categories of the ITBS.

COSTS:

PROGRAM:

MANPOWER:

Action Plan	TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
B.1.2.	a. Research validated potentials of I.T.B.S.	J. C. B.	Oct. 15, 71
	b. Develop county norms for categories and sub-categories of I.T.B.S.	G. P. C.	Nov. 1, 71
	c. Compare results from individual schools to county norms.	G. P. C.	Nov. 15, 71
	d. Perform item analysis on test results with appropriate population(s).	J. C. B.	Jan. 1, 72
	e. Organize the data and prepare for detailed analysis.	J. C. B.	Jan. 31, 72

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ORIGINATOR:

STRAT

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)

SPECIFIC OBJECTIVE B.2

CONTRIBUTION:

STRATEGY

COSTS:

PROGRAM:

MANPOWER:

STRATEGIES B.2 TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. Determine current % of retentions at the primary level.		
2. Determine reasons for retentions at the primary level on a system wide and on an individual school basis.		
3. Analyze and select reasons for retention for which the school system or individual school should effect some change.		
4. Develop plans for attacking problems evidenced.		
5. Implement plans.		
6. Determine % of retentions annually.		
7. Evaluate and revise plans.		

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ORIGINATOR:

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)

SPECIFIC OBJECTIVE B.3

CONTRIBUTION:

STRATEGY

COSTS:

PROGRAM:

MANPOWER:

Stragegies B. 3 TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
1. Determine current % of dropouts at the secondary level.		
2. Determine reasons for dropouts at the secondary level on a system wide and on an individual school basis.		
3. Analyze and select reasons for dropouts for which the school system should effect some change.		
4. Develop plans for attacking problems evidenced.		
5. Implement plans.		
6. Determine % of retentions annually.		
7. Evaluate and revise plans.		

ORIGINATOR:

AMERICAN MANAGEMENT ASSOCIATION

June 25, 1971

HARFORD COUNTY SCHOOL DISTRICT

Strategies

Continuing Objective F: By his behavior, each learner will demonstrate that:

a. He is utilizing his strengths
b. He is striving to improve his weaknesses
c. He accepts his deficiencies

Specific Objective F.1:

By June 1972, 95% of the students in grades 10, 11, and 12 will have selected subjects that are appropriate for their abilities as measured by the D.A.T.

Strategy

F.1.1 Testing Program
F.1.2 Evaluation and interpretation
F.1.3 Post-test counseling
F.1.4 In-service training
F.1.5 Parental communications
F.1.6 Curriculum review

Harford County School District STRAT June 25, 1971

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)	CONTRIBUTION:
STRATEGY F.1.1 Testing Program	COSTS:
PROGRAM:	MANPOWER:

TASK -- ACTION ASSIGNMENTS	RESPONSIBILITY	DUE DATE
F.1.1.a Research D.A.T.	J.C.B.	--
F.1.1.b Acquire test	J.C.B.	--
F.1.1.c Develop E.D.P.	J.C.B.	--
F.1.1.d Administer test	Building Principal	--
F.1.1.e Score Test	J.C.B.	--

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ORIGINATOR:

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STRATEGY

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)
Specific Objective F.2

CONTRIBUTION:

STRATEGY
Strategy F.2.1 Orientation of Staff

COSTS:

PROGRAM:

MANPOWER:

~~TASK -- ACTION ASSIGNMENTS~~	RESPONSIBILITY	DUE DATE
Action Plan F.2.1		
F.2.1.a Develop guidelines and definitions	J.C.B.	Nov. 1971
F.2.1.b Conduct in-service program for Guidance related staff	J.C.B.	Dec. 1971
F.2.1.c Inform all faculty members	Bldg. Princ.	Jan. 1972
F.2.1.d Follow-up on informing faculty	Bldg. Princ.	Each Sept.

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STRATEGY

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.) Specific Objective F.2	CONTRIBUTION:
STRATEGY	COSTS:
PROGRAM:	MANPOWER:

~~TASK ACTION ASSIGNMENTS~~ STRATEGIES	RESPONSIBILITY	DUE DATE
F.2.1 Orientation of Staff		
F.2.2 Involve faculty		
F.2.3 Inform pupils of available services		
F.2.4 Collect material		
F.2.5 Accumulate data		

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STRATEGY

AREA STRATEGIZED (Objectives, Strengths, Weaknesses, Planning Gap, Etc.)

Specific Objective F.3

CONTRIBUTION:

STRATEGY

COSTS:

PROGRAM:

MANPOWER:

~~TASK — ACTION ASSIGNMENTS~~ **Strategies**	RESPONSIBILITY	DUE DATE
F.3.1 Develop follow-up questionnaire.		
F.3.2 Develop means of obtaining educational and occupational choice data from each year's graduating class.		
F.3.3 Involve counselors to a larger degree in course selection.		
F.3.4 Utilize vocational inventory to assist pupils in making choices.		
F.3.4		

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AMERICAN MANAGEMENT ASSOCIATION

June 25, 1971

HARFORD COUNTY SCHOOL DISTRICT

To Be Done

1. Complete objectives and validate results desired.
2. Establish priorities based upon specific objectives.
3. Strategizing
4. Action Plan
5. Establish next Planning Staff meeting date

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